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English Language Arts

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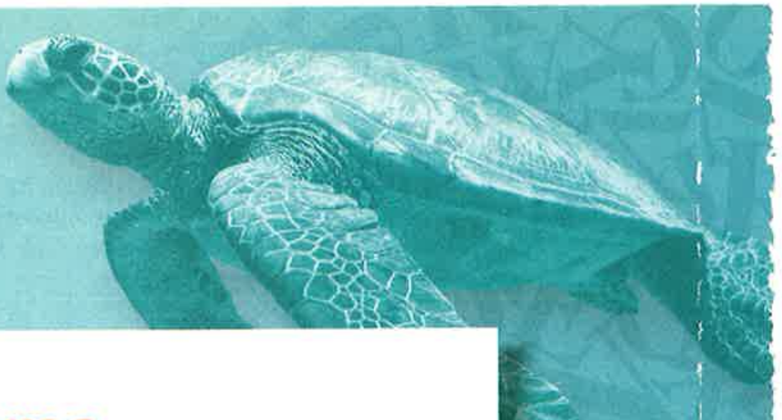


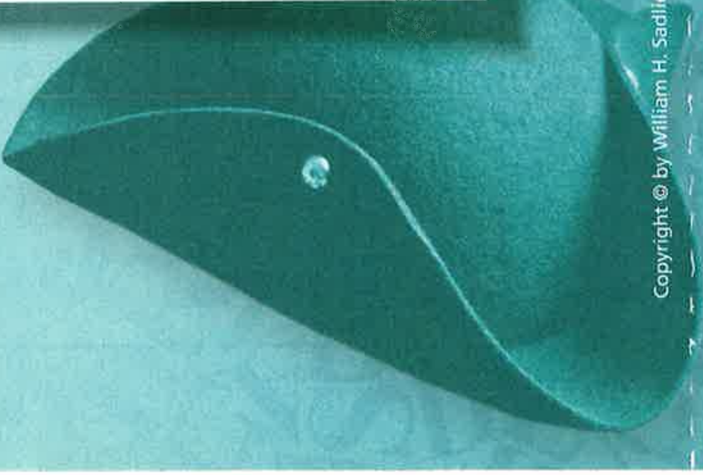
Welcome

You have an exciting year ahead of you. You will be reading all kinds of different passages—in all sorts of formats—about interesting topics, such as quests, scientific discoveries, and making the world a better place. You'll learn how to read more carefully so you can better understand what you read.

Writing is important, too. Suppose you want to describe a character from a story you read, or compare two versions of the same legend. If you write well, you can communicate these ideas clearly. You will also see other students' writing and try to improve on it or use it as a model for your own work.

This book, ***Progress English Language Arts***, will help you improve in both reading and writing, and maybe even do better in school. That's why it's called *progress*.

Have a great year!



Introducing UNIT 1

Have you ever taken a journey? A journey can mean adventure. It can mean danger. It can even mean laughs! In this unit about difficult journeys, you will learn how authors make stories interesting.

In the upcoming stories, the authors use details to create interesting events and characters. In some stories, you will look for ways that details help you make inferences about the story. In another selection, you will use details to help you figure out the theme, or message, that the author wants to share. You also will look for details that help you connect with characters and events in a story.

Understanding these basic elements of literature will help you enjoy these stories. It also will help you appreciate the difficult journeys that these characters take. Let the journeys begin!

Progress Check Can I?

Before Unit 1		After Unit 1
☐	Use details to make inferences about what a story says.	☐
☐	Determine the theme of a story.	☐
☐	Summarize events in a story.	☐
☐	Describe the characters, settings, and events in a story.	☐
☐	Use context clues to determine the meaning of a word.	☐

HOME ✦ CONNECT...

When reading literature, effective readers pay attention both to what the author says and to what the author implies. As you read a story with your child, pause to encourage your child to state some conclusions and **inferences** about the story's characters and events, based on details in the text. Compare his or her thoughts with your own.

The **theme** of a story is the message or "lesson" that the author wants to convey. Considering the conflict that a story presents and how it is resolved can help readers determine the story's theme. As you read a story together, ask your child to **summarize** key story events. At the end, discuss the message that the author seems to convey.

In order to be engaged readers, students need to think about the **characters, settings, and events** in a story. As you read together, ask your child active questions about details in the story—for example: What does the main character look like? When and where does this story take place? What just happened on this page?

On the Go: Invite your child to go on an adventure by looking for stories in the world around you. Start with a recent family event: Ask your child to name the setting and characters and to summarize the plot as if the event were a story that he or she had read. As you travel together in the community, challenge your child to suggest stories that might take place in settings that you pass.

IN THIS UNIT, YOUR CHILD WILL...

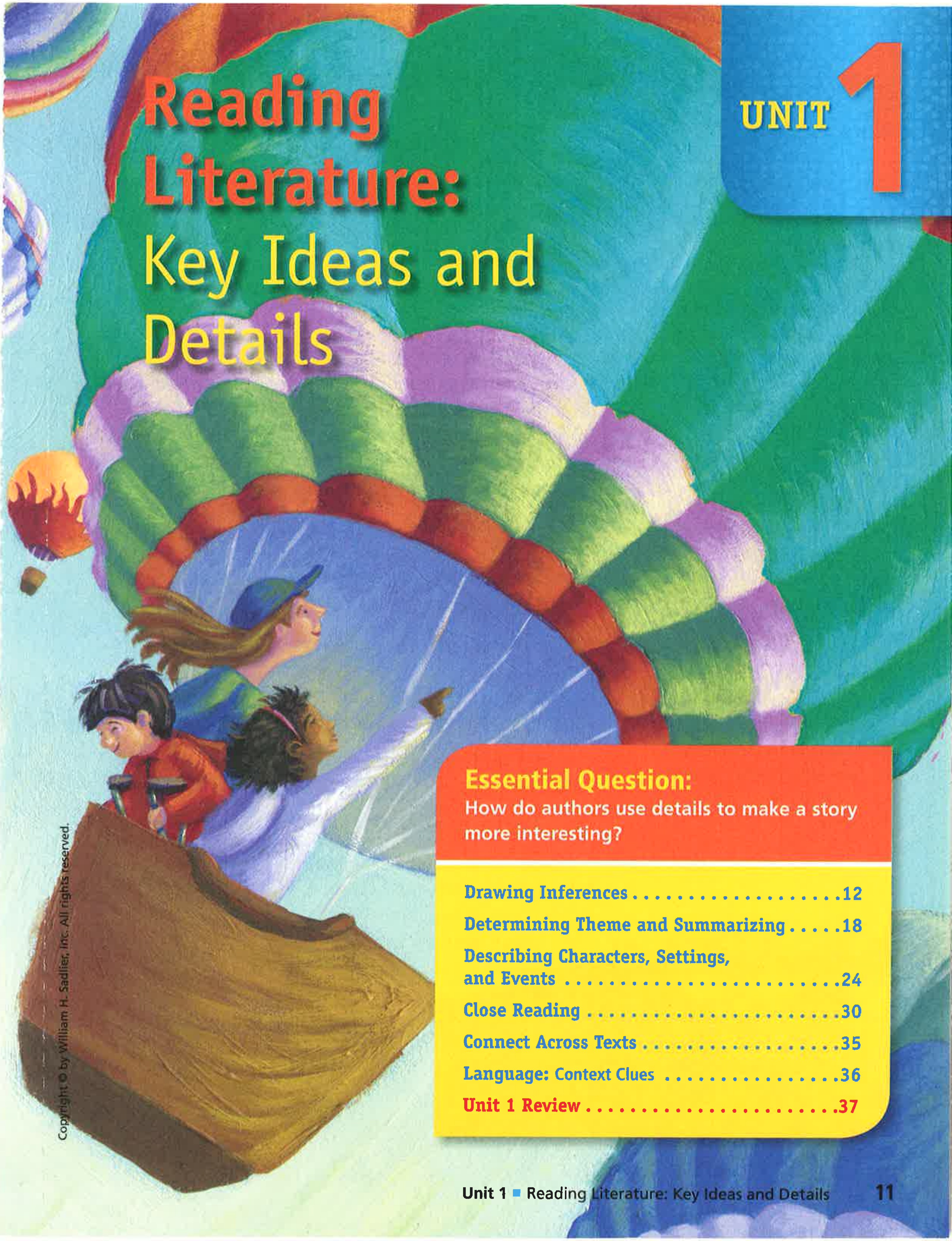
- Learn how to identify the details that make a story clear.
- Use details to make inferences about a story.
- Learn how to determine the theme of a text.
- Summarize a text.
- Use details from a story to describe the characters, setting, and events.
- Use context, or nearby words and sentences, as clues to determine the meaning of unfamiliar words and phrases.
- Compare and contrast four texts on the same theme: an adventure story, an example of historical fiction, a science fiction story, and a realistic fiction story.

WAYS TO HELP YOUR CHILD

Show your child how to identify the important details in a story. Whether you are reading together, watching a movie or TV show, or discussing the day's events, help your child increase his or her understanding by actively questioning and summarizing what he or she sees and hears.

ONLINE

For more Home Connect activities, continue online at sadlierconnect.com



UNIT 1

Reading Literature: Key Ideas and Details

Essential Question:
How do authors use details to make a story more interesting?

Drawing Inferences 12
Determining Theme and Summarizing 18
Describing Characters, Settings, and Events 24
Close Reading 30
Connect Across Texts 35
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DRAWING INFERENCES

Guided Instruction

WORDS TO KNOW

landscape
opportunity

An **inference** is an educated guess, or conclusion, based on evidence from the text.

CITE EVIDENCE

A **Details** in a story are pieces of information that help you understand the characters, settings, and events. Find and underline the details in paragraph 5 that help you understand Paul.

B You can use details to make **inferences** about a story. Review the details about Paul. Then circle the detail in paragraph 8 that tells Jackson's reaction to Paul. What inference can you make about these two scouts?

Into the Grand Canyon

(Genre: Adventure Story)

1 "Jackson, let's go!"

2 "Sorry, Mr. Anderson; I was just gathering my supplies."

3 "Way to be prepared, Jackson!" Mr. Anderson, our troop leader, arranged this hike for us, and he made us do some intense training before we could go. A back-country hike in the Grand Canyon is an incredible **opportunity**, but it can also be a little dangerous. Mr. Anderson is giving us instructions as I join the rest of the troop.

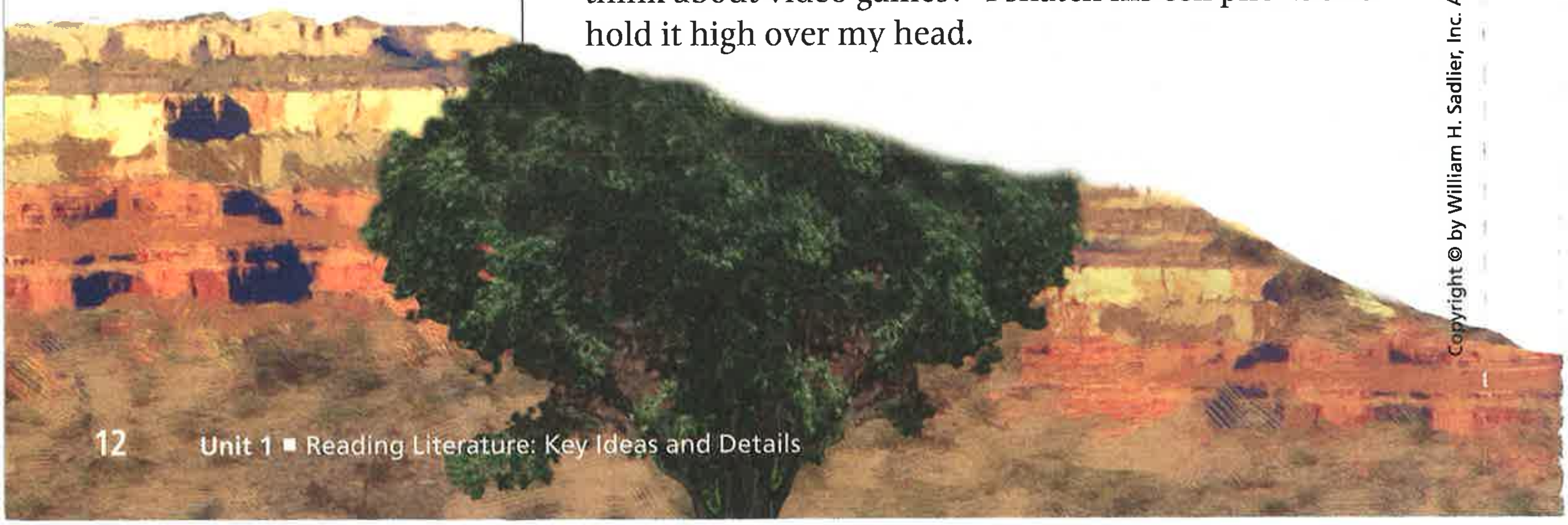
4 "We are two miles from our campsite, and the other troop should already be there. Let's stay aware of the **landscape**, and let's stay together."

5 While we are getting ready, I look for my best friend, Paul. Paul is a genius. He can beat any video game, fix any computer problem, and set up any smartphone. He doesn't really do much outdoors, though.

6 Paul is studying his cell phone. "What are you doing?" I ask. "Do you have service down here?"

7 "Enough to play my video games."

8 I frown with annoyance. "Paul, we are getting ready to hike through the Grand Canyon, so how can you even think about video games?" I snatch his cell phone and hold it high over my head.



9 "Hey! What was that for?"

10 "We are about to have an adventure, and you don't want to miss it. I'll give this back to you when we reach camp!"

11 I wait for Paul to argue with me, but he starts laughing. "All right, you win. Anyway, I can't imagine what my mom will say if I tell her that all I remember about the Grand Canyon is my high score!"

12 Each member of our troop has a special responsibility. I'm in charge of the compass, while Paul is responsible for following the maps to make sure we are on the right trail. Paul checks the map and reminds us of our course. "In order to reach our campsite, we need to head due west."

13 I grab my compass, locate due west, and point off in the distance. "That trail over there is ours."

14 But before we can begin, someone yells from behind us, "Hey, hang on!"

15 A park ranger jogs over to Mr. Anderson and asks, "Are these scouts hiking that trail?"

16 "We sure are."

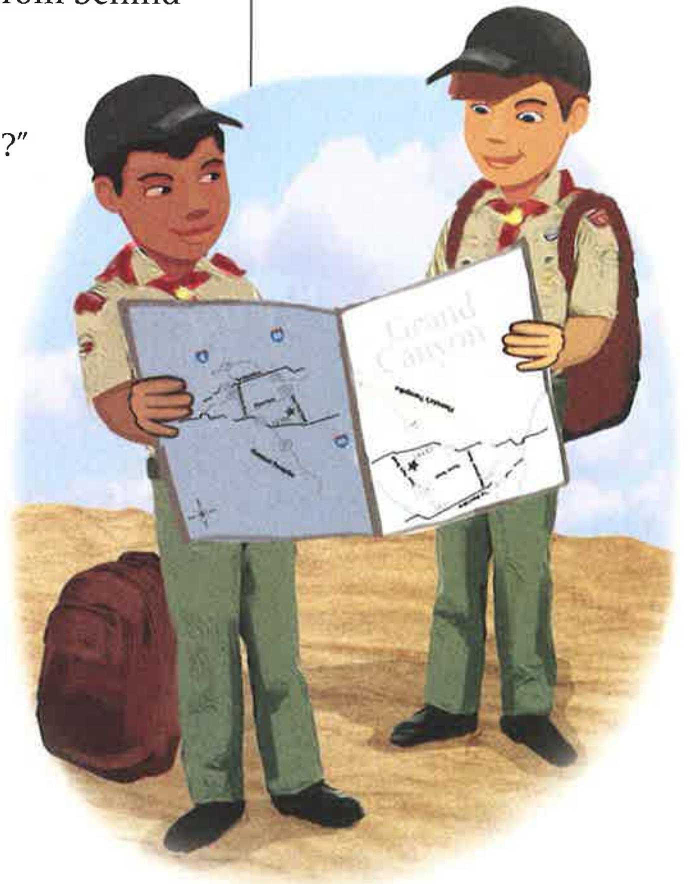
Comprehension Check

Why has the park ranger stopped the troop? Look for details in paragraphs 14–16 that can help you explain your inference.

CITE EVIDENCE

C Authors use details to help bring a story to life for the reader. Reread paragraph 12. Then underline the details about the scouts' responsibilities.

D Making inferences about a text is different from understanding what a text tells you directly. Box a sentence on this page that gives details about Paul's mother. What does the sentence say about her directly? What can you infer from that?



Guided Practice

WORDS TO KNOW

flash flood
species
sprained
terrain

CITE EVIDENCE

A Circle the details in paragraphs 18–21 that name the kinds of animals the scouts see in the Grand Canyon.

B In paragraphs 23–26, underline the details that tell how Jackson feels. What inference can you make about Jackson's injuries?

Into the Grand Canyon *continued*

17 "I wanted to warn you that we had a **flash flood** here last week, and it washed out some **terrain**. The footing on the trail may be difficult."

18 We finally set out on the trail, and we are having a great time. Even Paul gets into the spirit, shouting every time he spots a lizard or squirrel. He even sees some rare **species**—a baby mule deer and its mom, and some coyote tracks on the trail.

19 We have been hiking for about an hour when Paul suddenly yells, "Hey, look up there!"

20 We look where Paul is pointing, and we see a giant bird perched on a rock wall above us.

21 "I don't believe it!" Mr. Anderson exclaims. "That's a California condor, one of the rarest birds in the world!"

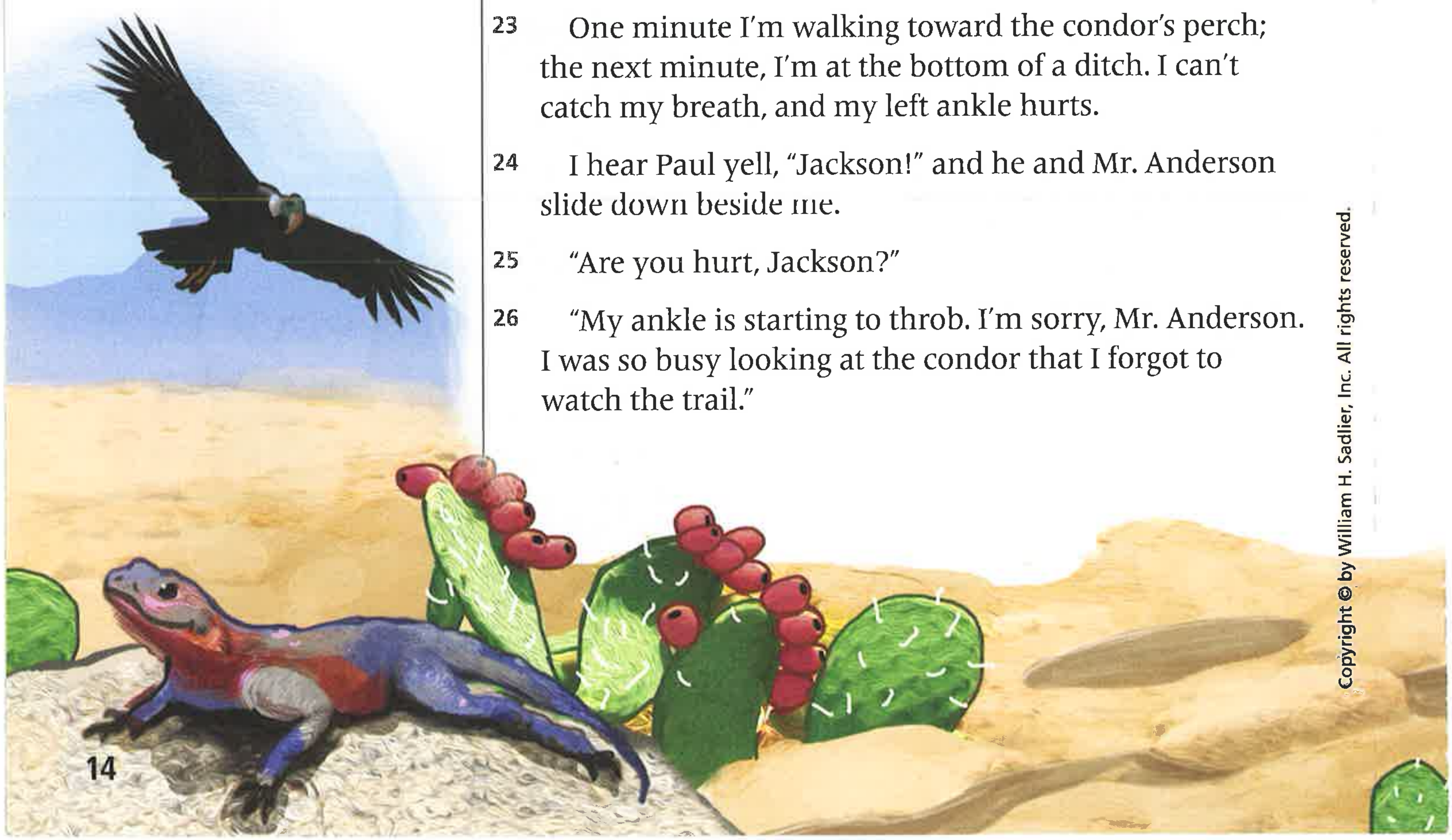
22 Everyone starts snapping pictures. I can't believe our luck, and I'm trying to get as many pictures as I can, too. That is probably why I don't notice that the trail in front of me has washed out.

23 One minute I'm walking toward the condor's perch; the next minute, I'm at the bottom of a ditch. I can't catch my breath, and my left ankle hurts.

24 I hear Paul yell, "Jackson!" and he and Mr. Anderson slide down beside me.

25 "Are you hurt, Jackson?"

26 "My ankle is starting to throb. I'm sorry, Mr. Anderson. I was so busy looking at the condor that I forgot to watch the trail."



27 “Don’t worry about that, Jackson. Let’s get you on your feet.”

28 I try to stand up, but the weight on my ankle is too much. “It’s no good, Mr. Anderson; I think it’s **sprained**.”

29 “I guess we are going to find out how much you learned during our training.” He calls to the other troop members. “Gentlemen, we have our first challenge, as it appears that Jackson has sprained his ankle. What are the next steps?”

Comprehension Check

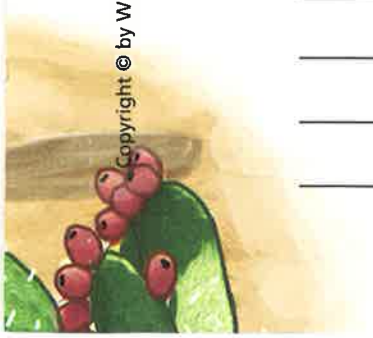
1. In paragraph 17, what can the hikers infer from the park ranger’s warning that the footing on the trail may be difficult?

a. The scouts will have to walk with extra caution.
b. The scouts should stay off of the trail.
c. The scouts do not have the right shoes for hiking.
d. The scouts should not hike in the Grand Canyon.

2. In paragraph 29, why does Mr. Anderson say, “I guess we are going to find out how much you learned during our training”?

a. He is not sure what to do about a sprained ankle.
b. He wants the scouts to work together in an emergency.
c. He doubts that the other scouts can help Jackson.
d. He is upset that Jackson’s carelessness has made everyone stop.

3. Work with a partner. Based on the details you have read so far, make an inference about the training the scouts had before leaving on this hike. Explain your answer.



Independent Practice

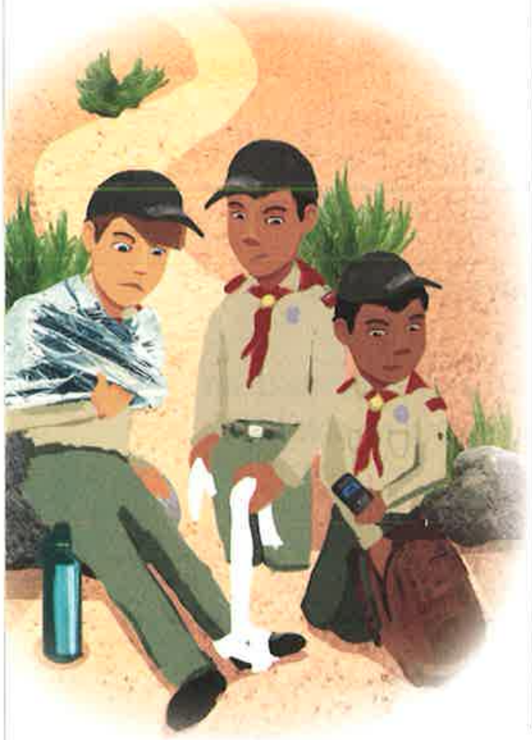
WORDS TO KNOW

assemble
immobile
thermal

CITE EVIDENCE

A Underline the details in paragraph 37 that identify the actions Paul takes when Jackson is injured.

B Why does Paul ask if Jackson has really sprained his ankle? Circle dialogue on page 17 that helps you make an inference about this issue.



Into the Grand Canyon *continued*

30 There's a short pause, and then everyone starts yelling out answers.

31 "Make sure Jackson is warm. We don't want him to go into shock."

32 "Splint the ankle to keep it **immobile**."

33 "Give him plenty of water!"

34 Before I can even react, everyone gets to work. Someone throws a **thermal** blanket over my shoulders while someone else hands me a water bottle. Our first aid team looks at my ankle, elevating my foot and maneuvering the splint over my pants.

35 I notice that Paul is rifling around in my backpack. "Hey," I say, "why are you going through my stuff while I'm lying here, helpless?"

36 Paul grins. "You have the compass and my cell phone, buddy. Now let me do my job—getting you safely to our campsite."

37 To everyone's surprise, Paul turns out to be great in an emergency. He double-checks the maps and the compass. He also **assembles** some of the other scouts to clean the debris from the trail ahead of us. He even manages to find a spot with cell phone service so Mr. Anderson can call the leader of our partner troop and let him know what happened.

38 Before long, we are back on the trail. It takes two scouts to hold me up, but we manage. Slowly, we make our way to our campsite.

39 That night, as we all gather around the campfire, I thank Paul for his help.

40 He looks at me out of the corner of his eye and says, "Hey, man, I have to ask you a question. You really did sprain your ankle, right?"

41 "Of course I did! Why in the world would you ask that?"

42 "Well, you did promise me an adventure, and I think that was pretty exciting!"

43 I laugh loudly. "You got that right! Still missing your video games, Paul?"

44 "No way! Even video games don't have *this* kind of action!"

Comprehension Check

MORE ONLINE **sadlierconnect.com**

1. What can you infer about Paul based on how he responds to Jackson's injury?

a. He is worried about which trail direction to take.

b. He is not sure what to do in an emergency.

c. He would rather be playing video games.

d. He is a good friend and a good leader.

2. What can you infer from story details about the purpose of a thermal blanket (paragraph 34)?

a. It is meant to help a person cool off.

b. It is meant to increase a person's body warmth.

c. It is meant to keep an injured person calm.

d. It is meant to keep the sun off of a person's skin.

3. In paragraph 40, Paul asks whether Jackson really sprained his ankle. Based on your reading, make an inference about what Paul is really trying to say.

DETERMINING THEME AND SUMMARIZING

Guided Instruction

WORDS TO KNOW

gale
hull
merchant ship

The **theme** of a story is the message or "lesson" that an author wants to convey to the reader.

CITE EVIDENCE

A Most stories present a **theme**, or message. Underline details in paragraph 1 that may help you determine the theme of this story.

B When you **summarize** a story, you give a short description of what you just read. Circle the name of the person who is telling this story. Then summarize what she says on the first page of this story.

On Board the *Isaac Webb*

(Genre: Historical Fiction)

1 I am lying in my small bunk in our cabin, my stomach churning every time a wave crashes against the ship's **hull**. We have been sailing for almost two months, and it has been weeks since we felt smooth seas. We hit a **gale** in October, and the weather never seemed to improve after that. Luckily, we should arrive in New York any day now. The ship starts to sway again, and I bury my head in my pillow. Suddenly, I hear the ship's warning bell sound! My father rushes into my room. He yells, "Lisbeth, put on your life jacket! We've run aground!"

2 We departed from Liverpool, England, on September 22, 1868. I was very excited to be sailing for New York. The *Isaac Webb* was the largest ship I had ever seen. I couldn't believe we were going to be sailing on it for a month. My brothers are both older than I am, and they were trying hard to act bored. Still, I could tell they were as excited as the rest of us. This was the first time my brothers and I had ever traveled on a **merchant ship**.

3 My father has been on merchant ships many times. He works for the Black Ball Line, the company that owns the *Isaac Webb*. He often travels back and forth between England and America. This time, however, would be different. We were all going with him: me, my mother, my brothers, and even our nanny, Amelia. That's because this wasn't a business trip. We were all moving to New York!

4 According to my father, the crossing from England is always rough. For the first few days, all I did was wander the decks with Nanny Amelia. We watched the stormy sea and sky, and I made drawings in my sketchbook. Although I wanted to talk to the merchant sailors, Nanny Amelia said that we must not disturb them. She explained that they had more important things to do than chat with a 10-year-old girl. I noticed, though, that her warning to me didn't keep her from smiling at every sailor on deck!

Guided Instruction

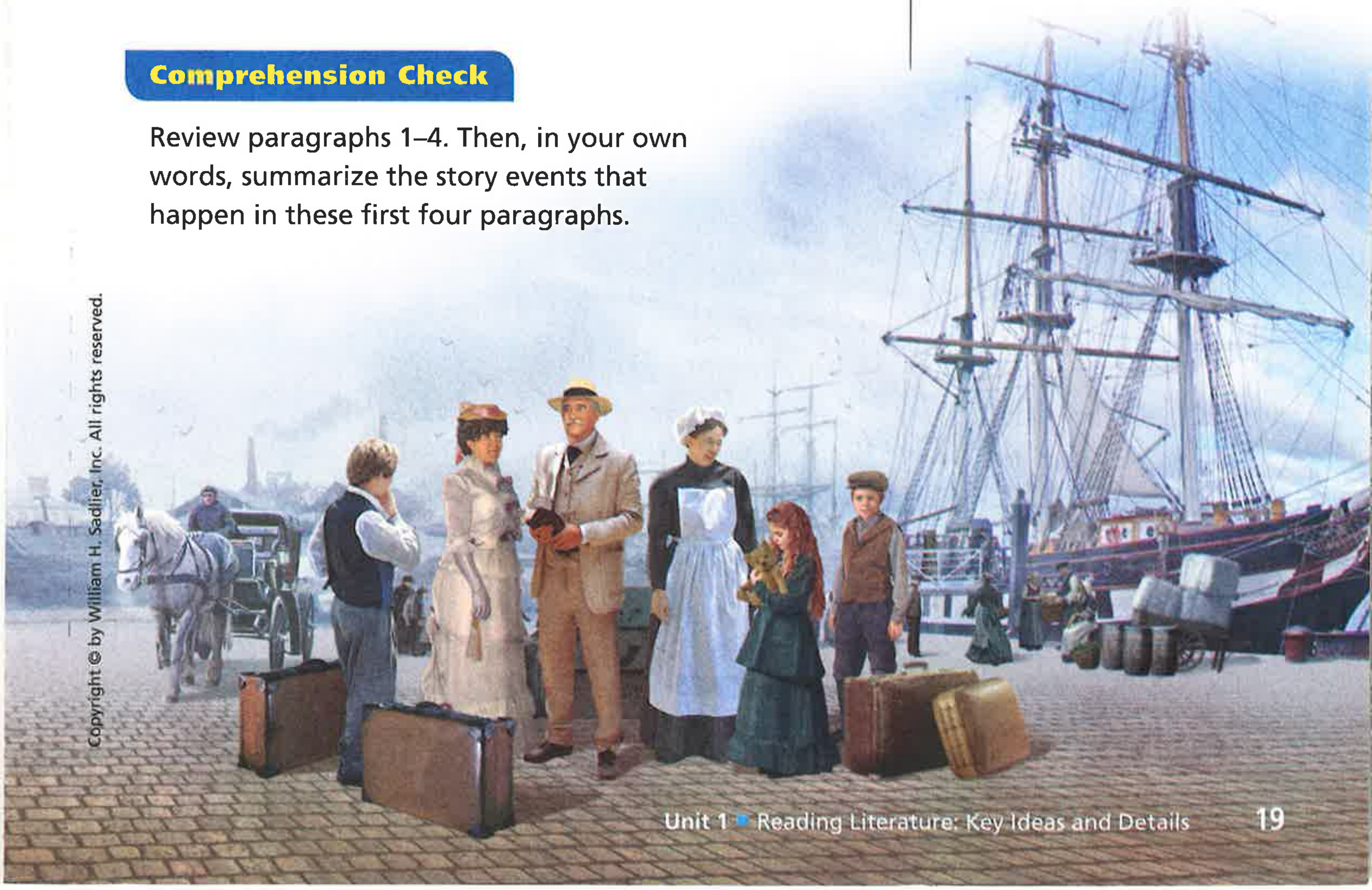
CITE EVIDENCE

C Circle the sentence in paragraph 3 that you think best summarizes the whole paragraph. How can you tell which details are most important?

D Continue thinking about a possible theme for this story. Underline details in paragraph 4 that add to what you noted on page 18. Think about how this information might help you determine the theme.

Comprehension Check

Review paragraphs 1–4. Then, in your own words, summarize the story events that happen in these first four paragraphs.



Guided Practice

WORDS TO KNOW

ominous
provisions
route

CITE EVIDENCE

A In paragraphs 5–8, the author introduces a problem that helps to develop the theme. Underline details that help make the problem clear.

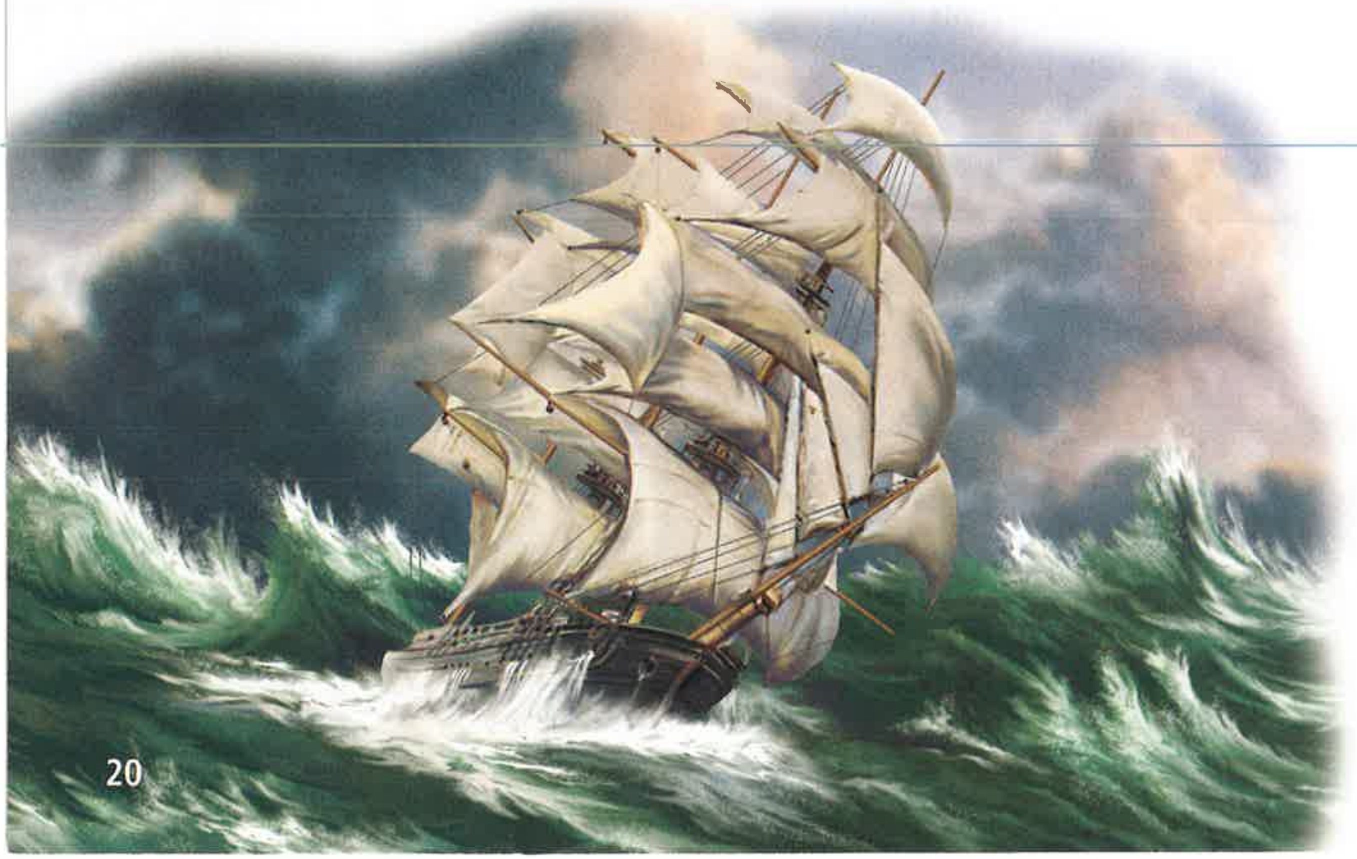
B Circle the date in paragraph 8. Then summarize paragraphs 5–8 with a partner. Take out the small details and discuss only the main events.

On Board the *Isaac Webb* *continued*

5 By the end of the second week, my brothers and I were bored. Most of the 350 passengers on the ship sleep down in steerage, which is belowdecks. There are only 10 passenger cabins like ours on the ship. We tried sneaking down to steerage. We wanted to see if there were any other boys and girls. However, we didn't even reach the door before Nanny Amelia caught us!

6 On the 10th of October, everything changed. That's the day we ran into the worst storm to hit the merchant ship **route** this season. When we woke up in the morning, the skies had become black and **ominous**. The ship's steward told us to stay in our cabins and to make sure our life jackets were always with us. And then the storm hit! I can't describe the force from the waves crashing over the decks. The sound of the wind screaming through the air made my eardrums feel as if they were going to burst!

7 After about a week, the worst of the weather died down. The ship had been damaged by the winds. The crew was forced to slow down and try to make repairs. Father helped the crew however he could.



Guided Practice

8 By November 12, we had completely run out of food. Father said the passengers in steerage were getting restless. He worried about the crew's ability to get us to New York in time.

9 Just when things seemed at their lowest, we had some luck. The Canadian ship *Brazil* was passing by and saw that we were in distress. Its crew restocked our **provisions**. Now we had enough supplies to make it to New York.

10 And that brings us to today, November 17. We are off the coast of New Jersey, heading for New York. We are moving slowly, still fighting the seas, when I hear the alarm.

Comprehension Check

1. Which fact from the story, so far, helps make the theme clear?

a. Nanny Amelia keeps a strict watch on the children.

b. Lisbeth is excited to be moving to New York.

c. The passengers face a storm and a food shortage.

d. The *Brazil* gives provisions to the *Isaac Webb*.

2. If you were summarizing the story so far, which of these details would you NOT include?

a. Lisbeth's father has made many ocean voyages.

b. The seas are rough at first, and then a storm strikes.

c. The *Isaac Webb* is damaged and needs repairs.

d. The passengers are upset when the food runs out.

3. With a partner, discuss what you think is the theme of the story. Use details from the text to support your answer.

Independent Practice

WORDS TO KNOW

anticipation
destination
sandbank

CITE EVIDENCE

A Circle the paragraph on page 22 that describes the solution to the main problem.

B At the end of paragraph 17, you are ready to summarize the entire story. Underline some of the main events in paragraphs 11–16. Which earlier events are still important enough to include in the summary?

On Board the *Isaac Webb* *continued*

11 Father bursts into our cabin and shouts, "We've run aground!" He orders us to put on our life jackets, and he takes my brothers to the deck to help. Mother, Nanny Amelia, and I sit down to wait for them to return.

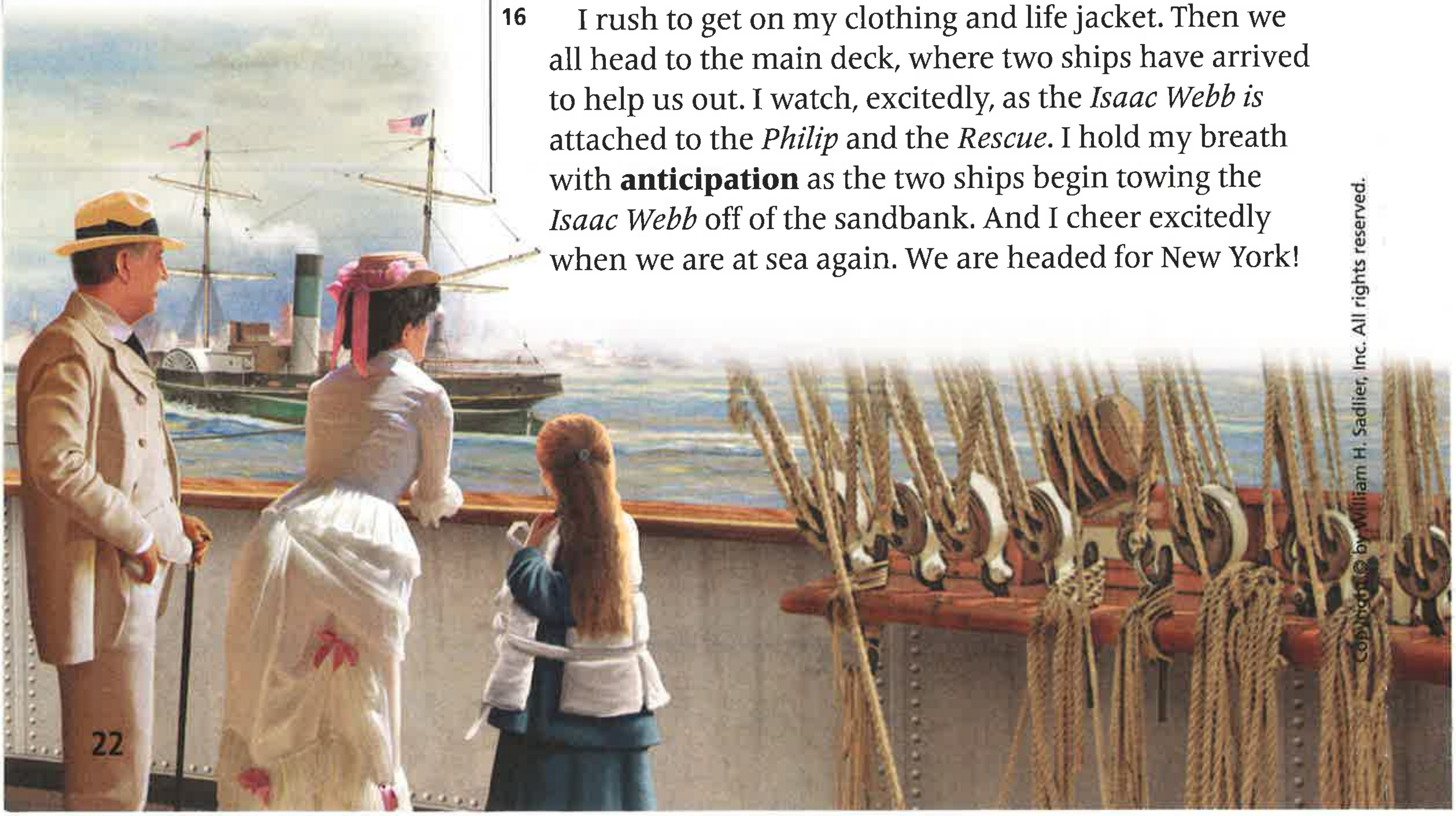
12 My father and brothers finally come down for the night, just as I am going crazy waiting for news. Father explains that the ship is stuck on a **sandbank**, too far off the coast to dock. The captain has called for help. Father tells us to prepare for a long wait while other ships come and try to tow us out.

13 I wake up the next morning, eager to be on our way. I am tired and ready to get off this ship. Mother and Nanny Amelia try to keep me entertained, and I do my best to be cheerful. We all try to be brave.

14 The morning of November 19 is the first sunny day in a month. Before I am even out of bed, my brothers wake me up.

15 "Get up, Lisbeth. Father says the rescue ships are on their way. We get to watch!"

16 I rush to get on my clothing and life jacket. Then we all head to the main deck, where two ships have arrived to help us out. I watch, excitedly, as the *Isaac Webb is* attached to the *Philip* and the *Rescue*. I hold my breath with **anticipation** as the two ships begin towing the *Isaac Webb* off of the sandbank. And I cheer excitedly when we are at sea again. We are headed for New York!



17 Father promises that we will be towed into the harbor by day's end. He says we will dock at the Black Ball Line's port on the East River. My excitement builds. Even though this has been a difficult journey, we are almost at our **destination**. One adventure is behind us, but the next is just about to begin!

Comprehension Check

MORE ONLINE sadlierconnect.com

1. Which words might you use to describe Lisbeth in a summary of paragraphs 11–12?

a. brave but lonely

b. bored and curious

c. patient and brave

d. restless and afraid

2. Which of these possible titles best expresses the theme of this story?

a. "Finding a Friend"

b. "Staying Strong"

c. "The Mysteries of Nature"

d. "Past, Present, and Future"

3. In your own words, write a short summary of the story. Include only the most important details and events.

DESCRIBING CHARACTERS/SETTINGS/EVENTS

Guided Instruction

WORDS TO KNOW

intensely
lecture
orbiting

You can use details to describe the **characters**, **settings**, and **events** in a story.

CITE EVIDENCE

A A **character** is a person in a short story, novel, or play. Find and underline the names of the characters in paragraphs 1–3.

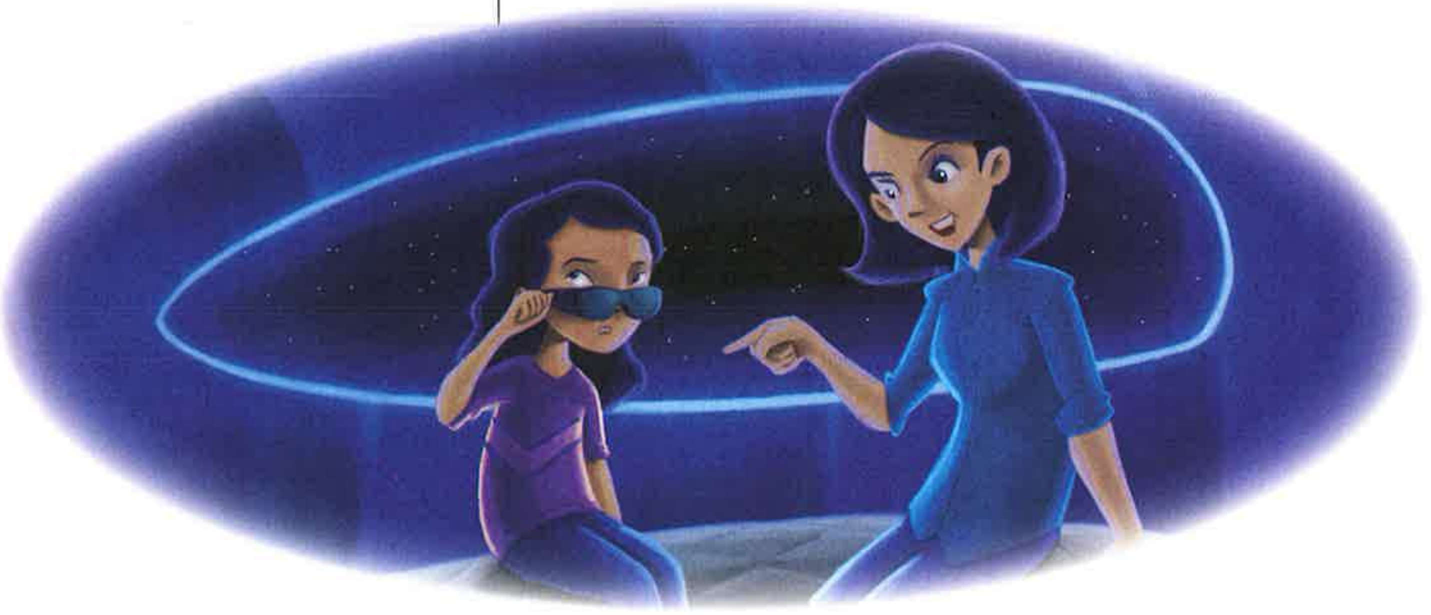
B The **setting** of a story is the place and time in which the story happens. In paragraph 1, circle a "time" detail. What "place" details can you find on this page?

Straight Up, and Straight Back Down

(Genre: Science Fiction)

1 In the year 2040, David Rivera, astronaut and father, decided to be the first person to go to outer space with his entire family. David knew some very important people, who thought his idea was great, and they built him a spaceship. Of course, David forgot about one thing. He forgot to ask his ten-year-old daughter if she wanted to go into outer space, which she definitely did not! That daughter is me, Sara Rivera, and David Rivera is my dad.

2 You might believe that going to outer space would be the best thing that ever happened to me, but you would be wrong. Just think, for a minute, about what it is like to go to space. You have to leave all of your friends behind, and you have to eat nasty space food—no delicious hamburgers up there. You have to spend months in a tiny capsule with your parents! And don't even ask about going to the bathroom. Trust me, you do not want to know.



3 So, here I am, **orbiting** miles above Earth, listening to my mother **lecture** me, again, on how I am wasting this great opportunity.

4 "Sara Mariana Rivera, your father went to great lengths to make this adventure happen for all of us, and think about the amazing stories you will have when we get back home! Lots of kids would be thrilled to get a chance like this."

5 "Well, I'm not lots of kids, and it's not as if we are going anywhere special! It's just straight up into space and then straight back down."

6 Just as I am about to launch into a super-sized meltdown, complete with tears, the ship jerks **intensely**, and the room starts spinning—slowly, at first, and then faster.

7 "What's going on, Mom?"

8 "Just hold on, Sara! Hold on tight!"

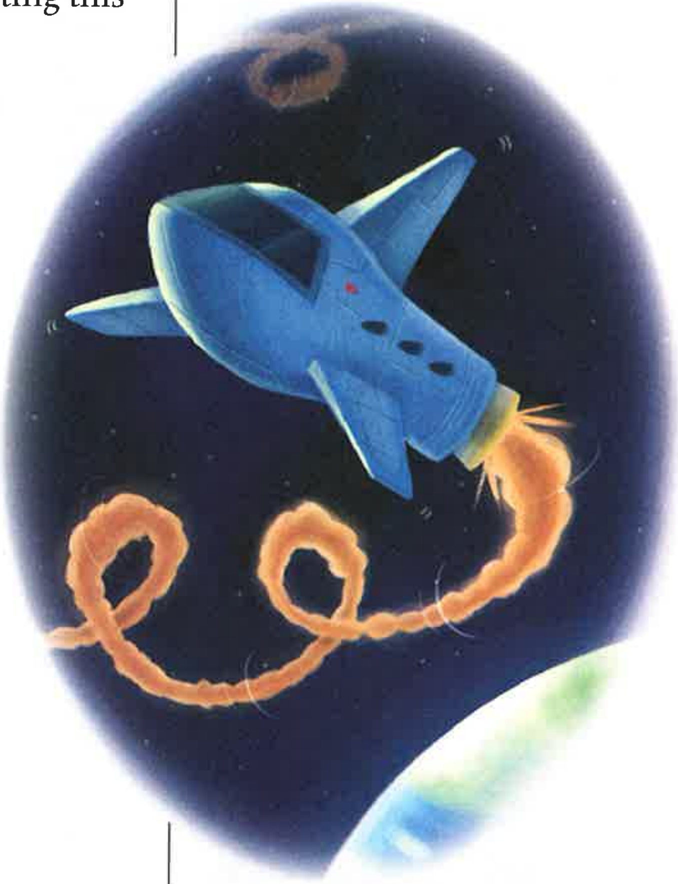
9 Before I can answer her, I see lights dancing in front of my eyes. I feel lightheaded, and then everything goes black.

10 When I wake up, I can feel a hand stroking my forehead. "Mom, I had the worst dream," I whisper. "We were on a spaceship, and I passed out."

Comprehension Check

Think about the details in paragraphs 1–10. How would you describe Sara's mother so far?

Guided Instruction



CITE EVIDENCE

C A story also contains **events**, or actions that occur as the story unfolds. Reread paragraph 6. Then circle one event that occurs in that paragraph.

D An author helps readers learn more about the characters in a story through words, thoughts, and actions. Underline Sara's complaining words on this page. What do those words help readers learn about Sara?

Guided Practice

WORDS TO KNOW

focus
language

CITE EVIDENCE

A Find a detail in paragraph 11 that describes the new setting. Put a box around it.

B Circle details in paragraphs 11 and 15 that describe the character whom Sara calls "the green lady." Discuss those details.

Straight Up, and Straight Back Down *continued*

11 Suddenly, everything comes into **focus**. I am in a large white room, and I see my mom in her red dress, with her yellow eyes and green skin, looking down at me. Wait a second: My mom doesn't have yellow eyes or green skin! The creature in front of me opens its mouth and says something like, "Heebie-jeebie, flib-goblin."

12 I shake my head and say, "I can't understand you."

13 Before the green lady can answer, I hear a voice from across the room, asking, "Sara, is that you?"

14 "Mom, where are you?"

15 The green lady picks me up with one hand, and that's when I realize she's about ten feet tall! She carries me easily, and sets me down between my parents.

16 "Mom and Dad, what happened?"

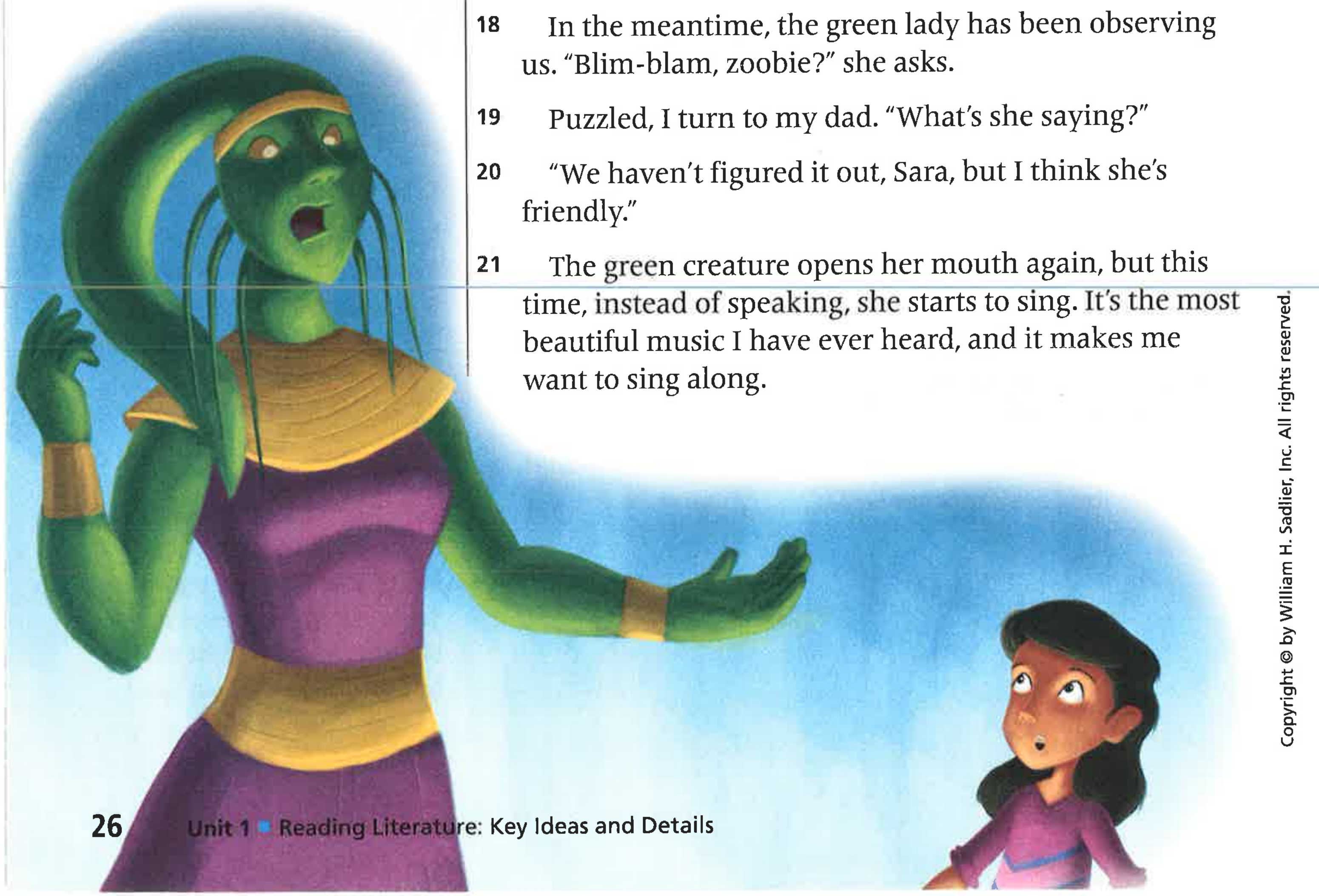
17 "We landed," my dad says, "but I'm not sure where."

18 In the meantime, the green lady has been observing us. "Blim-blam, zoobie?" she asks.

19 Puzzled, I turn to my dad. "What's she saying?"

20 "We haven't figured it out, Sara, but I think she's friendly."

21 The green creature opens her mouth again, but this time, instead of speaking, she starts to sing. It's the most beautiful music I have ever heard, and it makes me want to sing along.



Guided Practice

22 Without thinking, I start to sing, even though I don't know the **language**. When I glance at my parents, I realize that we are all doing the same thing.

Comprehension Check

1. What do the nonsense words in paragraph 11 tell readers about the character called "the green lady"?

a. The green lady speaks a language that is unknown to Sara.

b. The green lady is just a baby, so she has not yet learned to talk.

c. The green lady cannot speak Sara's language clearly.

d. The green lady enjoys playing jokes on her visitors.

2. Based on what you read in the text, what event has most likely happened by the time paragraph 11 begins?

a. Sara has fallen asleep and is having a dream.

b. Sara's home has been invaded by aliens.

c. Sara's parents are playing a practical joke on her.

d. Sara was on board the spaceship when it crashed.

3. Work with a partner to write about the four characters in the story. Cite evidence to describe what you know about each of them.

Independent Practice

WORDS TO KNOW

coordinate
universe

CITE EVIDENCE

A What events happen between the time Sara passes out and the time she wakes up in the green lady's room? Underline evidence in paragraph 27.

B Reread paragraphs 34–36. To what event does Sara's mother refer? What do her final words tell you about her as a character?

Straight Up, and Straight Back Down *continued*

23 When the music stops, the green lady turns to us and asks, "Can you understand me now?"

24 "Whoa!" I exclaim. "What happened?"

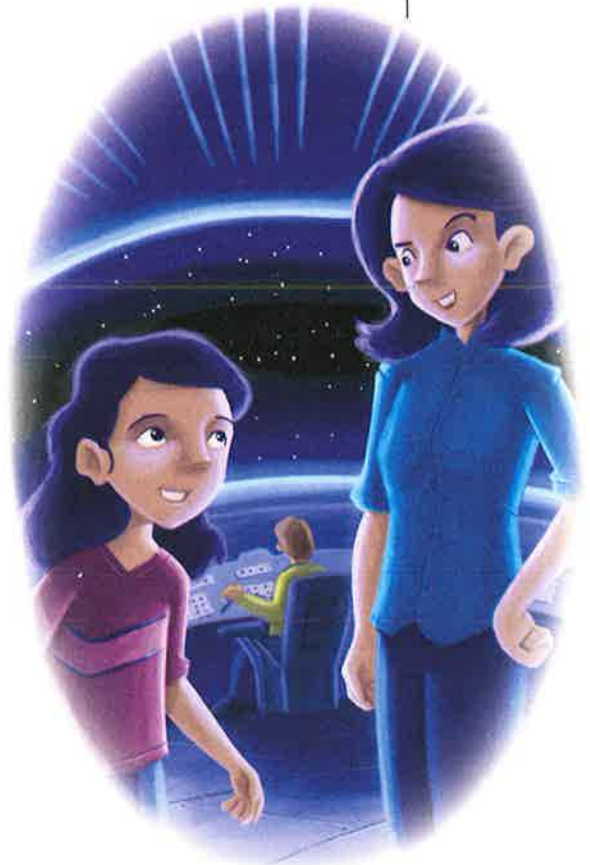
25 "Music is the language of the **universe**. If we can understand each other in song, we can understand each other in everything."

26 My dad nods. "Can you tell us where we are, and what happened to our ship?"

27 "Your ship is fine. You were caught in a space storm, and it blew you to our planet. Now, I will return you to your ship."

28 "Wait!" my dad yells. "There is so much we can learn from each other. Can't we stay?"

29 "I'm sorry, but that's impossible. The storm that brought you here is almost over. You must return to your ship now, or you may never get home."



30 The green lady picks all of us up and carries us out of the room. She walks across what looks like a desert, past other green alien-things, to our ship.

31 The green lady sets us down and pats me on the back. "Go home to your planet and tell others what you have seen. Perhaps we will meet again someday."

32 "Thank you," my dad says.

33 We board our spaceship and settle into our seats. We sit, silently, in shock and amazement. My dad enters the **coordinates** for Earth into our navigation system, and we rise into the sky.

Independent Practice

34 Finally, I find the right words. "Mom," I say, "remember that argument we had before the ship crashed?"

35 "You mean the one where you said we were going nowhere special, just straight up and straight down?"

36 "Yeah, that one. Can we just pretend I never said that?"

37 My mom starts to giggle. "Heebie-jeebie, flib-goblin," she says.

38 As our ship heads for home, we all burst into laughter.

Comprehension Check

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1. Which of the following describes the setting where the green lady lives?

a. a lush rain forest on Jupiter

b. an ocean on Neptune

c. an evergreen forest on Mars

d. a desert on an unknown planet

2. Think back to the beginning of the story. What time period best fits the setting of this story?

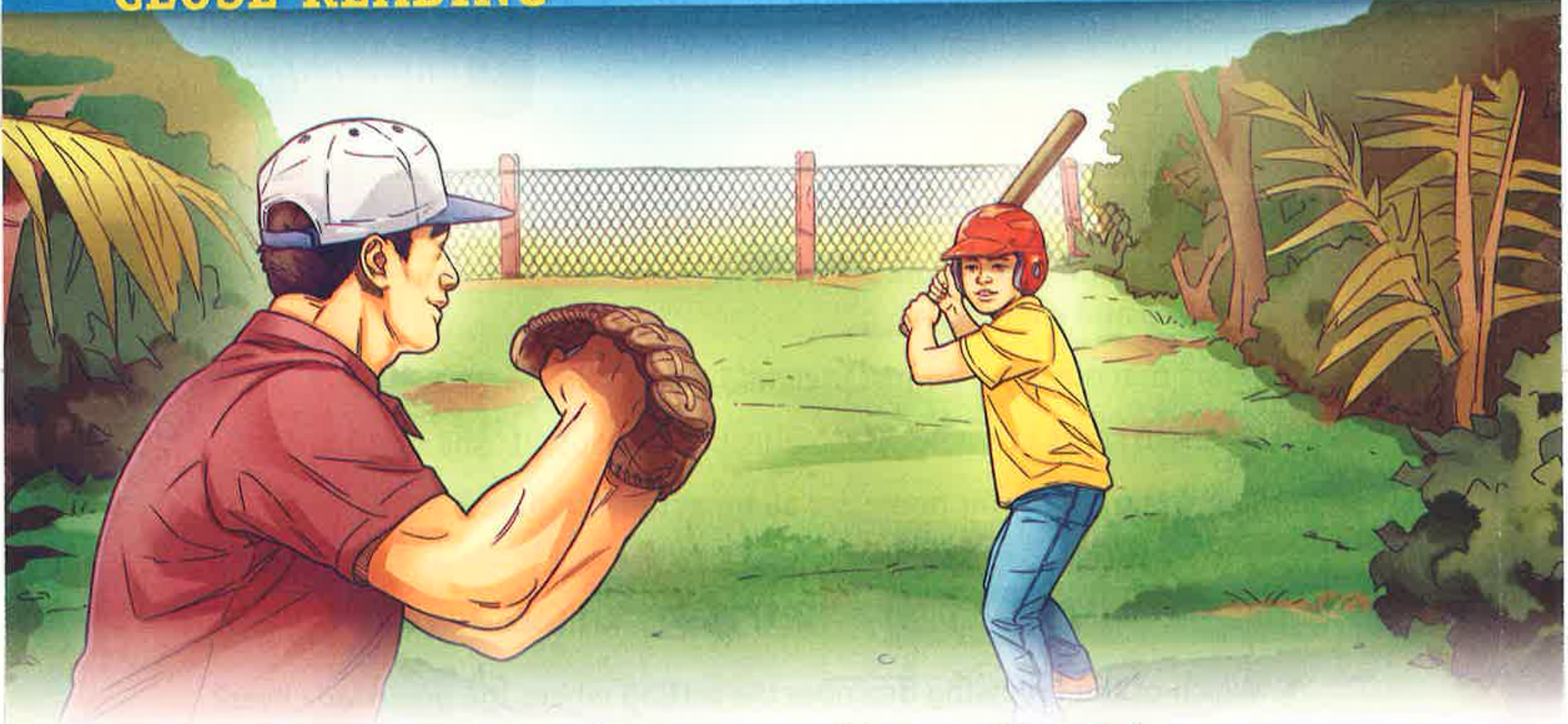
a. the present day

b. the far-off future

c. sometime in your adult life

d. sometime in the ancient past

3. How does the characters' conversation at the end of the story help you understand the story's title?



Moving to a New World

(Genre: Realistic Fiction)

1 My name is Tran Vien Thai, but my friends call me "Ty." The first thing you need to know about me is that I live a double life. I'm a Vietnamese immigrant in America, and I live between two worlds. At home, I'm Tran, a boy who lives with his family and follows the traditions we brought from Vietnam. At school, I'm Ty, an average fourth-grader and baseball player.

2 About a year ago, I was living with my family on the outskirts of Hanoi, the capital of Vietnam. My father worked in a factory, while my mother and grandmother took care of the home and my baby sister. I went to school, did chores, and studied.

3 My favorite part of each day began when my father arrived home from work. Every evening, my father and I played baseball. I used to watch my father practice, amazed at what a great player he was. He could pitch harder, hit longer, and run faster than anyone else I had ever seen.

4 And then, one day, our lives changed. Some minor league baseball players and coaches from America came to Hanoi to visit the youth baseball camps. One afternoon, my father decided to go see the players work out. He was sitting in the outfield stands, watching practice, when a ball landed at his feet. My father grabbed the ball and sailed it across the field, hitting home plate.

5 One of the coaches recruited my father. Within a few months, my entire family relocated to America. My father was signed as a pitcher for the Jackson Generals, one of the Seattle Mariners' minor league teams, and we moved to Tennessee.

6 I was so excited to start school in America, I could hardly sleep the night before. In Vietnam, I could easily walk to the small school in our village, but now, I would ride a bus to school for the first time. I woke up early and quickly got dressed.

7 My grandmother, whom I call Ba, was already up. She was making lunch for me. It looked like she was putting *pho*, my favorite noodle soup, into a container for me. It smelled delicious, but I had a feeling American kids didn't eat *pho* for lunch. I tried to sneak by, but my grandmother has hearing like a wolf.

8 "Come here, Tran, and get your lunch."

9 "Ba, I have to catch the bus."

10 "Do not argue with me. We may be in America, but we are still Vietnamese."

11 I grabbed the lunch bag from my grandmother, hoping she would let me leave the house without another lecture. This was not my lucky day.

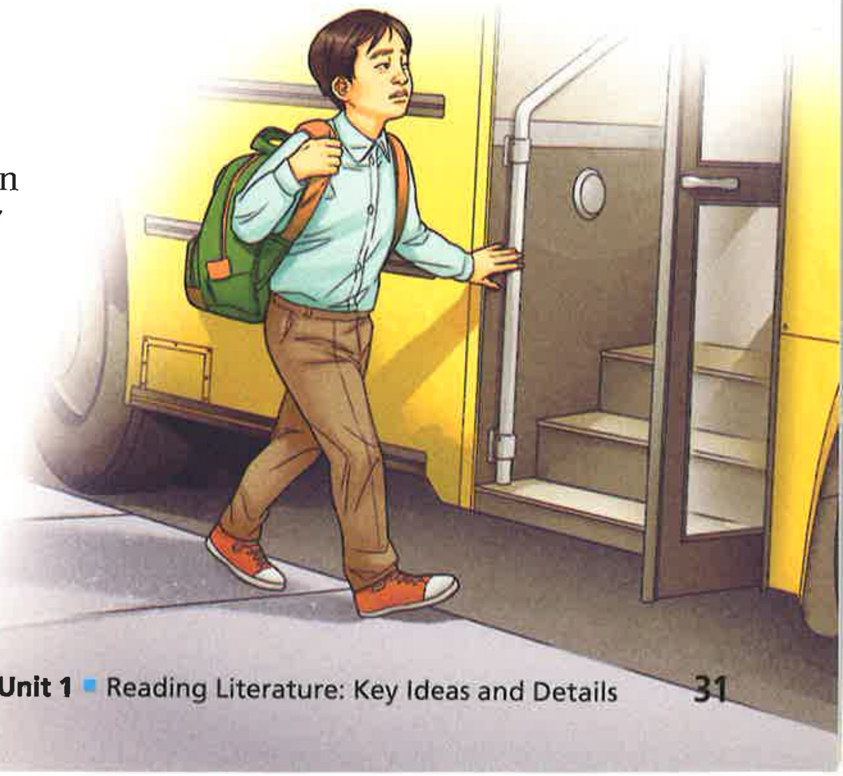
12 "Tran, what are you wearing?"

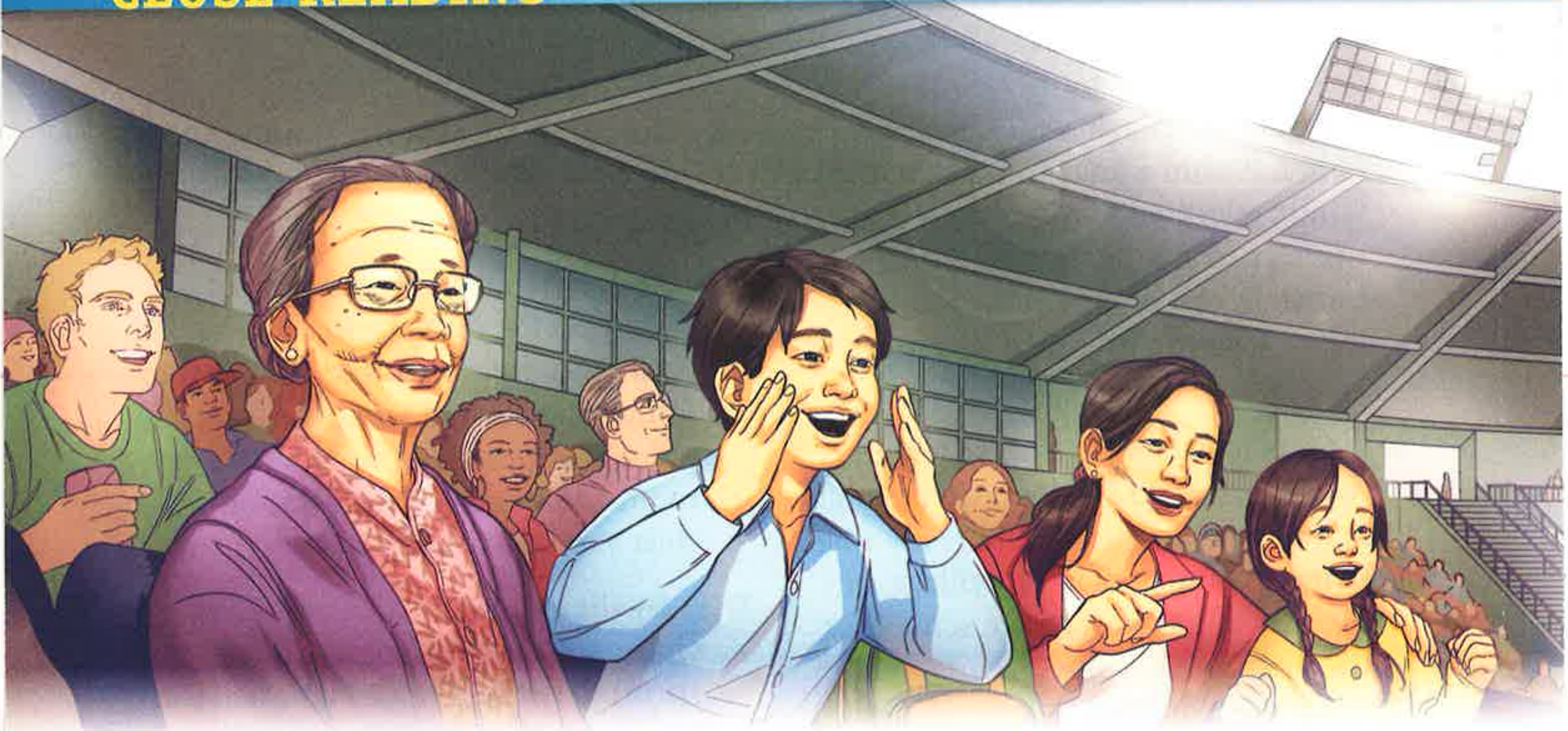
13 I glanced down at my clothes. "Jeans and a t-shirt. It's what all of the American boys wear."

14 "You will not show that kind of disrespect for your teacher. Get back to your room right now and change into something nicer." I knew there was no point in arguing, so I went back to my room and changed into a button-up shirt and khaki pants.

15 By the time I finished changing clothes, I was running late. I had to sprint to the bus stop! I boarded the bus and looked fretfully for an open seat. Every eye was on me, the new guy in the strange clothing. Everyone else was wearing t-shirts and jeans.

16 Things didn't improve once I got to class. My teacher couldn't pronounce my name correctly. She tried four times before I stopped her and said, "Just call me Ty."





17 Lunchtime was even worse. I didn't have any friends to sit with, and my homemade *pho* looked strange next to the other kids' sandwiches. I ate my lunch as quickly as I could and then went back to the classroom to hide.

18 After that, I felt as if I didn't fit in anywhere. The kids seemed nice, but I didn't know what we had in common.

19 My father, however, was having a great time as a ballplayer. I couldn't wait to see him pitch his first game. When my dad took the pitcher's mound on Opening Day, I was more nervous than he was!

20 I forgot about the loneliness at school, missing my friends in Vietnam, and trying to learn about America. Instead, I just focused on the game. The batter came up to the box... my father pulled back... and he sailed one across the plate! Strike one!

21 I was cheering so loudly, I almost didn't hear my name being called: "Ty! Hey, Ty!"

22 My grandmother gave me a stern look. "Tran, I believe that young man is trying to get your attention, and he seems to think your name is Ty."

23 "That's my American name, Ba. But don't worry about it, because I don't really know him."

24 "Tran, you will not be rude to that young man. Go say hello."

25 I walked tentatively up the stands to where Marcus, a boy I recognized from class, was sitting with his family.

26 "Hey, Ty! I didn't know you liked baseball."

27 "I'm here to see my father pitch."

28 "What? Your father is the new hotshot pitcher? Why didn't you say so?"

29 "I didn't think anyone would care."

30 "Not care! Wow, do you have a lot to learn about America!"

31 I looked down and whispered, "I know." Then, I started to walk away. Marcus stopped me.

32 "Where are you going? I can't believe I have a friend whose dad is a baseball star! Wait until I tell the guys at school!"

33 It has been several months since Marcus became my friend. I have learned that I don't have to turn my back on my culture in order to find my new life in America. In fact, most of my American friends think my family is great. They're always asking me questions about life in Vietnam. I have learned a lot since we moved—not just about America, but about myself. Having a double life may not always be easy, but I wouldn't have it any other way.

Comprehension Check

1. Based on what you read in the story, which statement best describes the character of Tran's grandmother?

a. She is very quiet and shy, and she rarely talks to Tran.

b. She does not believe in tradition, and she wants to embrace all of American culture.

c. She expects Tran to maintain his cultural traditions in his new home.

d. She is angry that Tran's father moved the family to America.

2. Which statement best expresses the theme of this story?

a. It is important to embrace both tradition and change.

b. Leaving your home will make you an outcast forever.

c. You should forget about your past and look only to the future.

d. Baseball is the Great American Pastime.

3. The story does not describe Tran's father in detail. Still, you can make inferences about his relationship with Tran, based on details in the text. Describe Tran's relationship with his father. Support your ideas with details from the text.

4. Think about the most important details from the story. Summarize the story. Then, in a sentence, describe the story's theme, or message.

Compare and Contrast Texts

In this unit, you read four texts that used details to tell stories about difficult journeys. Think about the kinds of journeys that characters in these stories experienced. Then choose two of the texts, and compare and contrast them using the T-chart below. List important details to show how the texts are similar or different. Be prepared to discuss your ideas with the class.

Similarities	Differences

Return to the Essential Question

How do authors use details to make a story more interesting?

In small groups or as a class, discuss the Essential Question. Think about what you have learned about character, setting, and events and about details, inferences, and themes. Use evidence from the four unit texts to answer the question.

LANGUAGE

Using Context Clues

Guided Instruction As you are reading a text, you will sometimes come across unfamiliar words or phrases. When this happens, look for **context clues**—clues in the same sentence or nearby sentences—that can help you figure out the meanings.

Read this sentence from "Moving to a New World": *It looked like she was putting* pho, *my favorite noodle soup, into a container for me.* You may never have heard of *pho*, but a clue is right next to it: *my favorite noodle soup. Pho* is a kind of noodle soup!

Sometimes the clue is more of an inference. Read these sentences from the same story: *By the time I finished changing clothes, I was running late. I had to sprint to the bus stop!* If you do not know the word *sprint*, think about this: To make sure that he doesn't miss the bus, Tran will probably hurry. *Sprint*, then, has to do with hurrying or moving quickly.

Guided Practice Use context clues to figure out the meaning of each word in **bold type**. The examples are from "Moving to a New World."

1. One afternoon, my father decided to go see the players **work out**.
   ____
2. My father grabbed the ball and **sailed** it across the field, hitting home plate. ______________________________
3. Within a few months, my entire family **relocated** to America.
   ____

Independent Practice Use context clues to figure out the meanings of these other words from "Moving to a New World." Then choose two of the words and write a sentence for each of them. Try to include a context clue in each sentence.

immigrant (paragraph 1)
recruited (paragraph 5)
fretfully (paragraph 15)
fit in (paragraph 18)

____

____

Read the following adventure story. The story details help describe the characters and setting in the story. They also help you make inferences about the text. Then answer the questions on pages 37 and 38.

Race to the Treasure

(Genre: Adventure Story)

1 Becca ran as fast as she could, her long blond hair plastered to her face in the rain. She could hear her father's footsteps slightly ahead of her in the forest. She slid in the mud once and caught herself, but then she slid again. This time, she lost her footing completely and plummeted down a steep slope into a deep pit.

2 Her father screamed, "Are you hurt?"

3 Becca tried to answer, but she couldn't catch her breath. Lifting her head out of the mud, she saw the walls of a deep hole.

4 She wiped the mud from her eyes—and then gasped in shock.

5 All around her were riches beyond imagination. Precious jewels lay next to chests filled with gold, and silver bracelets rested on diamond-encrusted tiaras.

6 *We did it,* Becca thought. *What luck. We finally found the lost treasure!*

7 From above, her father yelled again: "Becca!"

8 Becca struggled to her feet and began to answer.

Fill in the circle of the correct answer choice.

1. What is one detail about Becca that appears in paragraph 1?

○ long blond hair

○ high-pitched laugh

○ fifteen years old

○ runs very slowly

2. The setting for this story is

○ a rocky seashore.

○ an oasis in the desert.

○ a forest and a pit.

○ a cabin in the woods.

UNIT 1 REVIEW

3. Becca's thoughts show that she and her father were looking for

   ○ a lost family member.
   ○ a lost tiara.
   ○ a lost treasure.
   ○ a lost diamond.

4. What does the word *plastered* in paragraph 1 mean?

   ○ stuck with concrete
   ○ crafted by an artist
   ○ made of plaster
   ○ pressed hard against something

5. Underline the details that describe the setting in paragraph 5.

6. What does paragraph 8 tell readers about Becca's character?

   ____

7. What inference can you make about how Becca and her father feel about each other? How can you tell?

   ____

   ____

8. Use context clues to suggest a word or phrase that could replace the word *plummeted* in paragraph 1.

   ____

9. From details in the story, what do you think will happen next? Which details help you make that inference?

   ____

   ____

   ____

10. What theme do you find in this story? Use text evidence to explain.

   ____

   ____

   ____

Introducing UNIT 2

Just about everyone likes to listen to stories. Stories can be fun to write and share. In this unit about difficult journeys, you will learn how to write an effective fictional narrative, or short story.

To write a fictional narrative, make up a sequence of events that readers will enjoy. The events can be things that happen in real life, or they can be very imaginative. Think of interesting characters, too. Then show the events in a way that makes sense. Use dialogue and details to help readers understand the characters' experiences and feelings. Finally, be sure to provide a conclusion that wraps up the story events.

An effective fictional narrative should have a clear sequence of events, connected by transitional words. Use descriptive details and sensory language to make the characters' experiences come to life. The writing also should be grammatically correct.

Progress Check Can I?

Before Unit 2		After Unit 2
☐	Write a fictional narrative about real or imagined events.	☐
☐	Establish a story situation and characters.	☐
☐	Organize story events in a natural way, and include a conclusion.	☐
☐	Use transitional words to connect events.	☐
☐	Use dialogue and include descriptive details.	☐
☐	Identify and correct sentence fragments and run-on sentences.	☐
☐	Correctly use commas and quotation marks in dialogue.	☐

HOME ✦ CONNECT...

In this unit, children will learn about writing a story that they have made up—that is, to write effective **narrative fiction**. The stories can be set in any place or time, and they encourage young writers to exercise their imagination. Invite your child to share the story that he or she writes for this unit and other original stories that may follow.

Realistic fiction includes events that actually could happen. Historical fiction weaves real people, places, and events into an entertaining tale. Science fiction often imagines future technology and worlds yet to be discovered. Talk about the kinds of stories that your child enjoys most.

As your child reads different fictional narratives, ask about each story's **setting**, **narrator**, and **characters**. Discuss how **dialogue** and **descriptive details** make a story enjoyable. Ask your child what he or she might put into the story if he or she were writing it.

Apply the discussion to other kinds of storytelling. For example, ask what dialogue your child might write for his or her favorite TV characters. Ask how your child might tell an entertaining story in a film.

Activity: At the dinner table, in the car, or elsewhere with your family, start a story. The story situation should be a real or imagined experience (for example, a difficult journey). Set up characters and a time and place. Then have each family member take turns telling what happens next.

IN THIS UNIT, YOUR CHILD WILL...

- Learn to write a story with imaginary characters and events using dialogue, descriptive details, and a clear sequence of events.
- Use linking words and phrases to signal the order of events.
- Use concrete, sensory language to tell a story precisely.
- Learn specific language skills and use them in writing a fictional narrative.
  - Use complete sentences.
  - Recognize and correct sentence fragments and run-on sentences.
  - Use commas and quotation marks when writing dialogue.

WAYS TO HELP YOUR CHILD

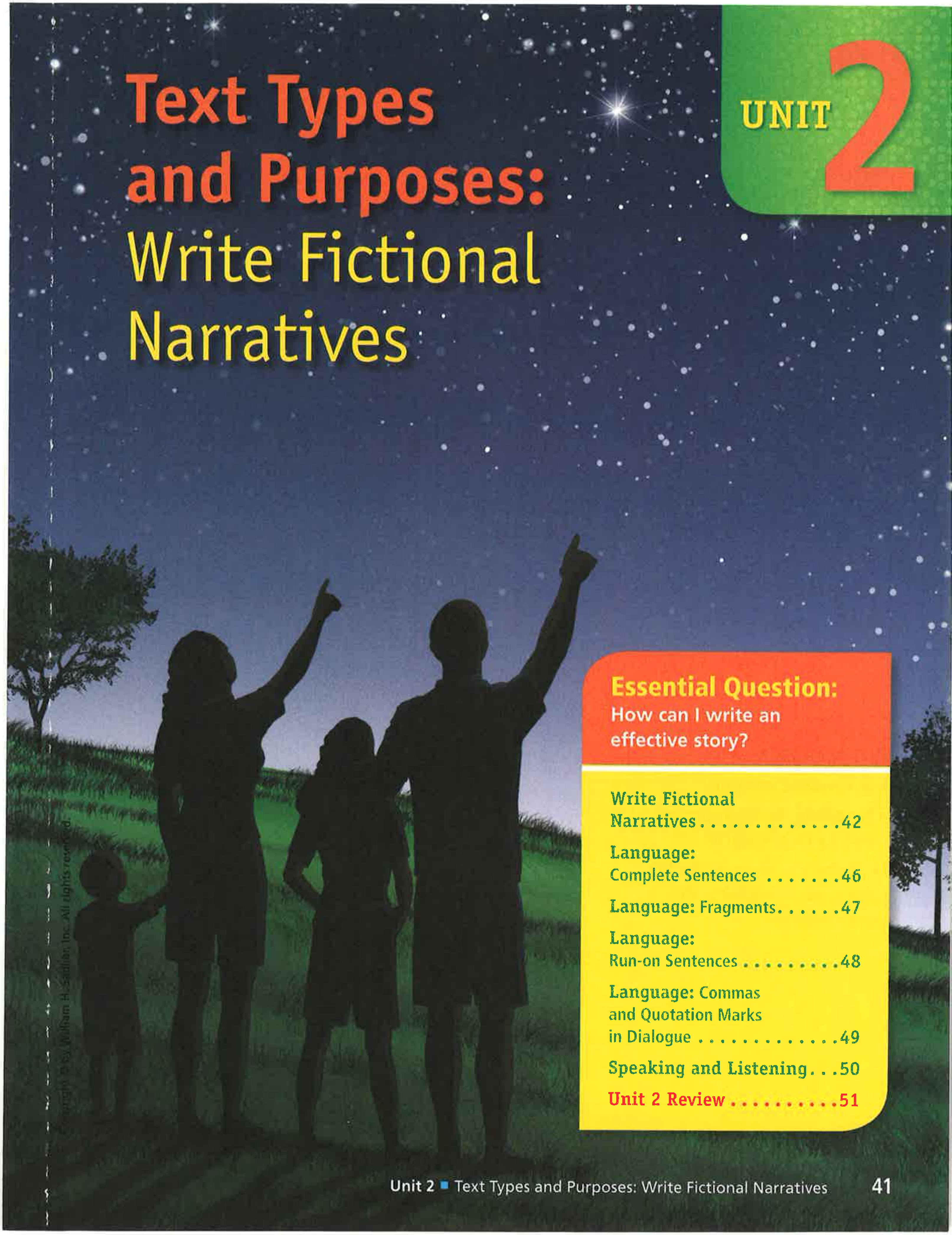
Encourage your child's creativity. Make telling stories a regular part of your family's activities. Invite your child to create stories and characters that interest him or her. As your child tells a story, ask for details about the characters and events. Ask why a character responds in a certain way to the story's situation. Encourage your child to use realistic dialogue and descriptive details to make the story more effective.

ONLINE

For more Home Connect activities, continue online at
sadlierconnect.com

UNIT 2

Text Types and Purposes: Write Fictional Narratives



Essential Question:
How can I write an effective story?

Write Fictional Narratives 42
Language: Complete Sentences 46
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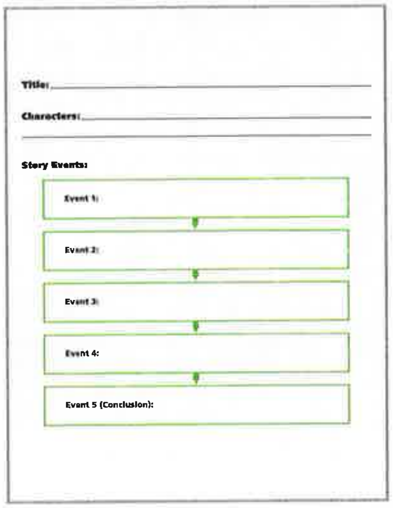
Read a Student Model

Nicole is a student in Mr. Patel's 4th-grade class. She has been asked to write a fictional narrative about someone having to move to a new place. She has been asked to use a clear sequence of events and to include dialogue and descriptive details. As you read Nicole's story, think about events and details to prepare to write your own fictional narrative.

CREATING AN ORGANIZATIONAL STRUCTURE

Nicole has used a graphic organizer to organize her story. It names the story characters, shows the sequence of events, and provides a conclusion.



The Longest Move

"I don't understand why we have to move," Makayla whined. "Why now?"

Makayla's father stood up from his packing and sighed. "We've talked about this, Makayla. We need to move for your mother's job, and it has to be now, not in a few years. Please finish packing. We have to load everything soon."

Makayla stomped off to her room. She was fuming over how unfair it was that she was being forced to move all the way to Mars, just because of her mother's new job as a terraforming engineer.

As she sat in her room, deciding which belongings she would take, Makayla cried. It was hard for her not to feel scared.

INTRODUCTION

- Gets readers' attention
- Establishes the story situation and the main character

Underline the name of Nicole's main character. What is the story situation?

People had been traveling safely to Mars for 20 years, but things still could go wrong.

"And even if we survive the trip," said Makayla to her reflection in the mirror, "what about when we get there? What if I don't make any friends, or what if I hate my new school? I'll miss being able to run around outside and climb trees, too. Living on Mars is going to be awful!" Makayla nodded, and her reflection agreed.

Later, Makayla's parents came into her room to help her finish packing. Each person was allowed only 20 kilograms of cargo. Once Makayla had packed her clothes, there wasn't much room left for anything else. She chose her two favorite stuffed animals and added a poster of her favorite band. "That's something to make it look like home," she explained to her parents.

The next day, movers arrived and took the family's cargo boxes to the launch facility. Makayla sniffed a salty tear as she watched the boxes being loaded. She knew the next time she saw her belongings would be aboard the ship taking them to Mars.

Makayla's father woke her and her brother up before dawn the next morning. Their mother was waiting for them at the launch facility. When they arrived, Makayla did her best to not look scared, even though her arms tingled with goosebumps. She gave her mother a quick hug and a nervous smile.

DIALOGUE

Use dialogue to tell how characters think and feel.

In this paragraph, Nicole has Makayla talk to herself.

Put a box around Makayla's dialogue that tells what she feels she'll miss on Mars.

TRANSITIONAL WORDS AND PHRASES

Use transitional words and phrases to make the sequence of events clear. Many transitions show a change of time or place.

Underline transitional words or phrases that show a change in time.

DESCRIPTION

Use descriptive words to develop story events and characters. Sensory details help readers see, hear, feel, taste, and smell the same things the characters do.

Find and circle a sensory detail. How does the description help you understand Makayla?

WRITE FICTIONAL NARRATIVES

After the final preflight briefing, workers strapped all the passengers in for takeoff. Makayla was sitting next to a window, with her father beside her.

"I know it's scary, kiddo," he said, "but this is going to be a great adventure. Not many kids get to live on Mars for three years. And your mother and I will be there with you every step of the way. *It's going to be okay—really!*" He grinned and gave her a thumbs-up.

As the ship's engines roared to life, the passenger cabin began to shake. Makayla squeezed her eyes shut and gripped her father's hand.

"*It's going to be okay,*" she whispered, over and over again.

CONCLUSION

A conclusion brings story events to an end.

Put a star next to Makayla's final thought before takeoff.

Use a graphic organizer like the one below to organize your own fictional narrative about a difficult journey. Then write a first draft of your story on a separate sheet of paper. In your draft, be sure to use dialogue and descriptions of characters' thoughts, feelings, and actions to develop your story. Also, use words and phrases to clearly show your story's events and their order. You will use this draft to write your final story draft in the Unit 2 Review section on page 52.

Title: ______________________________

Characters: ______________________________

____

Story Events:

Event 1:

↓

Event 2:

↓

Event 3:

↓

Event 4:

↓

Event 5 (Conclusion):

LANGUAGE

Complete Sentences

Guided Instruction A **complete sentence** includes a subject and a verb, and it expresses a complete thought. Each type of sentence begins with a capital letter and ends with a punctuation mark.

- Statement: ***Jeff watches*** *all of our team's games.*
- Question: ***Did Chandra tell*** *you her news?*
- Command: *Please* ***read*** *the next paragraph.* (The subject is the understood **you**.)
- Exclamation: *What a fun day* ***we had!***

Guided Practice Put a check mark next to each complete sentence.

_______ **1.** Suddenly ran across the street.

_______ **2.** Did Jake just hit a home run?

_______ **3.** Go to the cafeteria after school.

_______ **4.** How wonderful for you!

Independent Practice Write four of your own complete sentences, one of each type shown above. Be sure to use capital letters and the correct marks of punctuation at the end.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

Fragments

Guided Instruction A **sentence fragment** is a group of words that looks like a sentence but is missing its subject or verb. Adding the missing part makes the thought complete.

Fragment	Complete Sentence
Quickly ate his breakfast. (missing subject)	***Jamal** quickly ate his breakfast.*
The hawk above the field. (missing verb)	*The hawk **drifted** above the field.*

Guided Practice Write whether each group of words is a **fragment** or a **complete sentence**. If it is a fragment, write whether it is missing its **subject** or its **verb.**

1. The toddler at the new toy. ______

2. Snowflakes swirled through the air. ______

3. After ten minutes of silence, spoke. ______

Independent Practice Correct the following fragments so that they are complete sentences.

1. Nassir soccer with his brothers.

______

______

2. Made signs for the school concert.

______

______

3. At the sudden sound of thunder, Grace.

______

______

Run-on Sentences

Guided Instruction A **run-on sentence** includes too many ideas that are not properly connected. Most often, a run-on sentence occurs when two sentences are joined without proper punctuation. You can correct run-ons by adding a comma and a conjunction or by writing them as two separate sentences.

Run-on Sentence	Correction
Maria loves piano music her brothers prefer the guitar.	*Maria loves piano music,* ***but*** *her brothers prefer the guitar.*
Sonja's favorite class is math my favorite is English.	*Sonja's favorite class is math. My favorite is English.*

Guided Practice Draw a line between the two main thoughts in each run-on sentence.

1. Hiroshi's pet hedgehog is nocturnal it sleeps all day.
2. The bookstore was out of Volume Three it had many copies of Volume Two.
3. The day was cold and miserable we sat inside and played board games.

Independent Practice Correct the following run-on sentences.

1. Allergy season is horrible I sneeze constantly.

____

____

2. Luis enjoys the park he goes there almost every weekend.

____

____

3. Kim looked sad for a moment then she smiled.

____

____

Commas and Quotation Marks in Dialogue

Guided Instruction Writers use **commas and quotation marks** to set **dialogue** apart from the rest of a passage. Doing this helps readers understand who is speaking.

- *"I'm really looking forward to our class trip," said Jane.*
- *Mr. Allen replied, "The history quiz will be tomorrow."*
- *Marissa ran down the street and yelled, "Baxter! Where are you?"*

Guided Practice Add commas and quotation marks where they are needed in these sentences.

1. Please turn to page 42 said Mrs. Shore.
2. Esme looked at the mess and announced I'm not cleaning this up.
3. From his seat in the bleachers, Peter shouted Go, team, go!
4. Don't be late! yelled Amos.

Independent Practice Write five sentences that include dialogue. Be sure to use commas and quotation marks correctly.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

Discuss the Essential Question

How can I write an effective story?

Think about the Essential Question by responding to the questions. Support your point of view with details from the story.

1. What events were in the sequence that the writer created? How did the writer make that sequence clear?

2. What are some examples of descriptive language that the writer used?

Use your notes above to discuss the Essential Question in small groups or as a class. Remember to use the rules for being a good speaker and a good listener in the checklist below. When you speak, be sure to explain your ideas fully. As a listener, ask questions and make connections among everyone's comments in order to fully understand the conversation.

Did I:

- ☐ Come to the discussion prepared?
- ☐ Follow the agreed-upon rules for discussions?
- ☐ Ask questions to check my understanding?
- ☐ Stay on topic?
- ☐ Avoid interrupting others?
- ☐ Listen carefully to others and answer questions?
- ☐ Speak in complete sentences?
- ☐ Identify reasons and evidence that a speaker provides?

This paragraph has sentence fragments and run-on sentences. It is also missing the commas and quotation marks that set off dialogue. Write the paragraph correctly on the lines below.

The ship rose through Earth's atmosphere. Soon, reached the weightlessness of space. Makayla let go of her father's hand. The scariest part is over now he told her. Several hours after liftoff, the passengers their seat belts Makayla experienced weightlessness for the first time. Maybe three months of floating around won't be too bad she said to her parents.

UNIT 2 REVIEW

Assignment: Write a fictional narrative about a difficult journey.

On the lines below, write your final copy of the fictional narrative draft you created on page 45. Be sure to present a sequence of events and to use dialogue and details to develop those events. Use descriptive words and sensory details as you describe characters and events. Use transitional words and phrases to help connect details and events, too. Then wrap up events with a conclusion. See the Writing Handbook (pages 275–283) for ways to improve your writing as you revise.

Introducing UNIT 3

In this unit, you will learn about the earth's surface. You will explore some of the ways that changes in the earth can affect the world around us. You also will learn about natural disasters that result from changes in the earth, such as tsunamis and volcanoes. You even will learn how our planet is still changing.

In addition, you will use your skills as a critical reader to look closely at the details in nonfiction writing. You will learn to identify details and examples in a text, including those that help you draw inferences from what you are reading. You will see how key details support the main idea of a text. You will read different kinds of nonfiction writing, including scientific and technical texts, and explain their ideas and concepts based on specific information you find.

Pay close attention to the important types of information presented in each text. By the time you finish this unit, you will understand that even small changes in the earth can have big effects.

Before Unit 3	Progress Check Can I?	After Unit 3
☐	Use details to draw inferences from an informational text.	☐
☐	Determine the main idea of an informational text.	☐
☐	Summarize an informational text.	☐
☐	Explain events and ideas presented in an informational text.	☐
☐	Use affixes to determine the meaning of a word.	☐

HOME ✦ CONNECT...

Nonfiction authors include **examples and details** to provide text evidence for their ideas. By thinking about evidence, readers can identify what the author says directly and can **draw inferences** about what is unsaid. Help your child identify details and inferences from his or her current social studies or science textbook chapter.

The information in a nonfiction text supports a **main idea.** Children will be able to learn to identify the main idea when they **summarize** as they read. Read a nonfiction text of your child's choosing together. Pause occasionally and ask your child to summarize information. At the end, discuss the main idea of the text.

Many nonfiction texts **explain events and ideas** and their effect upon human beings. In this unit, students will read about the ways that the earth changes. Help your child understand these changes by discussing various forces of nature. Talk together about ways in which human beings are affected by our ever-changing planet.

Conversation Starter: With your child, select and discuss a news story that relates to the impact of a force of nature (for example, a hurricane, landslide, or drought). After you have read and summarized the text together, ask, "Why is this information important?" Discuss the main idea of the text as well as inferences that you might draw about the topic from the text evidence provided.

IN THIS UNIT, YOUR CHILD WILL...

- Identify details and examples that an author states in a nonfiction text and draw inferences about what the author leaves unsaid.
- Use details to determine the main idea of a text.
- Summarize a text.
- Use information in a nonfiction text to explain events and ideas.
- Use common Greek and Latin prefixes and suffixes to help define unfamiliar words.
- Compare and contrast four texts on the same theme: a procedural explanation, a scientific journal article, a scientific text, and a science magazine article.

WAYS TO HELP YOUR CHILD

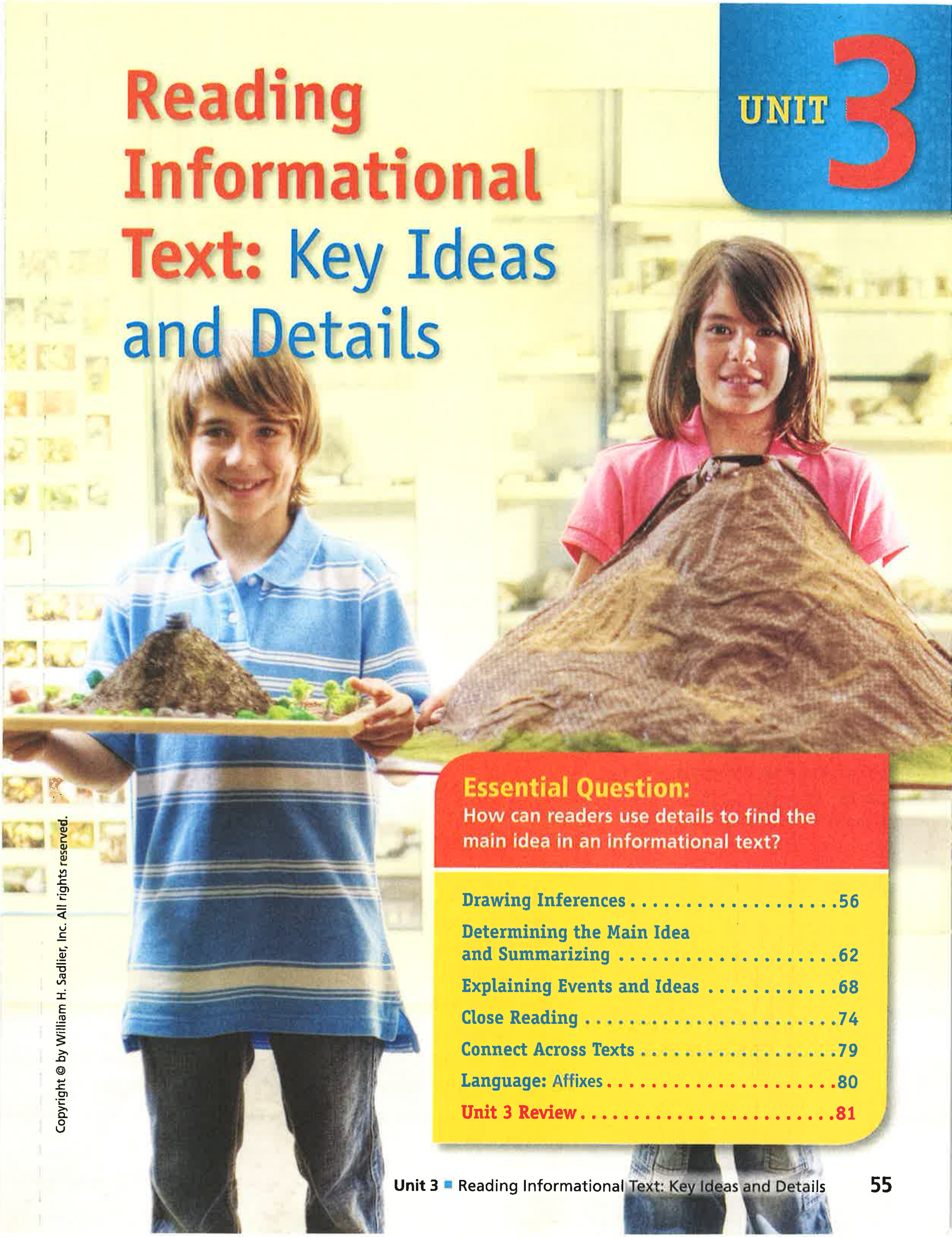
Children increase their understanding of nonfiction subjects when they can make real-world connections to the subjects they read and study. Encourage your child to take an interest in history and science by showing enthusiasm for those subjects yourself (for example, by watching a TV program about a subject of interest with your child). When your child reads about a new subject, help him or her find ways to connect that information to real-life experiences.

ONLINE

For more Home Connect activities, continue online at sadlierconnect.com

UNIT 3

Reading Informational Text: Key Ideas and Details



Essential Question:
How can readers use details to find the main idea in an informational text?

Drawing Inferences .56
Determining the Main Idea and Summarizing .62
Explaining Events and Ideas 68
Close Reading 74
Connect Across Texts 79
Language: Affixes 80
Unit 3 Review 81

WORDS TO KNOW

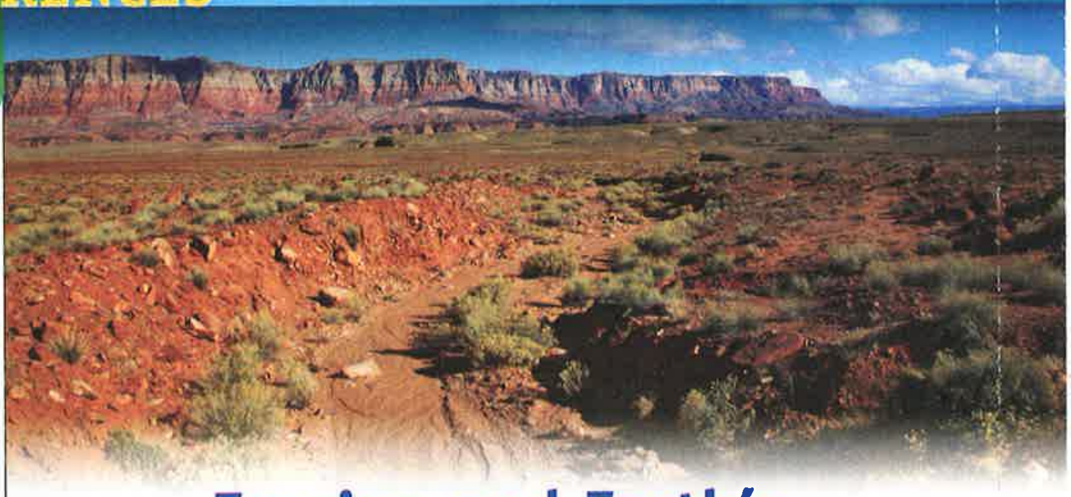
erosion
formation
weathering

Readers can use **details** and **examples** to help them understand what an author is stating directly in a text. These details and examples can also help readers draw inferences from the text.

CITE EVIDENCE

A In nonfiction writing, **details** provide the reader with information about the subject. In paragraph 1, underline three details about erosion.

B Details can help readers understand the steps in a process. Put a box around the details that explain the first step in erosion by water. What details are in the next step?



Erosion and Earth's Changing Landscape

(Genre: Explanatory Text/Procedural)

1 Have you ever looked at a muddy river and wondered how it became so dirty? The answer is **erosion**, the process through which soil is moved. Natural forces cause much of the erosion in the environment, but people contribute to it, too. Erosion sometimes creates amazing natural wonders, such as the Grand Canyon in Arizona. Often, though, erosion is simply harmful to the environment.

Erosion by Water

2 The most common type of erosion is erosion by water. Water moves dirt and rocks through the landscape, causing changes in Earth's surface. Erosion by water happens in three basic steps:

- **Weathering**, or the weakening of solid rock through weather and age, breaks down larger rock **formations**. The larger rocks are turned into dirt and pebbles.
- Rain falls and flows across the landscape. The rain carries the dirt and smaller rocks that were broken down through weathering.
- The rainfall causes small streams and rivers to flow. This moving water wears away the banks of the river, widening the river valley.

KEY IDEAS AND DETAILS

3 Ocean waves have a similar effect on coastlines. The powerful waves move against the shoreline, pushing the sand of the beaches farther back.

4 The Grand Canyon is an unforgettable example of the effects of erosion by water. Long ago, rainfall caused the Colorado River to move over the desert floor with great power. The rain weathered the solid rock. Over time, the Colorado River carved out a canyon that is almost 300 miles long, 18 miles across, and—in places—more than a mile deep.

5 You can see another effect of erosion by water at the Cape Hatteras Lighthouse in North Carolina. The lighthouse was built in 1870. It was placed on the beach, 3,300 feet away from the ocean. Over the years, the ocean has eroded the beach. By 1999, the lighthouse was sitting on the shoreline. People were afraid that a large storm could cause the structure to collapse. Eventually, the lighthouse was moved back. It now sits 2,900 feet away from the ocean.

Comprehension Check

What can you infer about the power of nature from the details and examples in the text? Support your answer with specific text evidence.

Guided Instruction

CITE EVIDENCE

C **Examples** can provide evidence, or proof, of an author's ideas. This author presents specific examples in paragraphs 4 and 5. Circle the names of the places that provide evidence in the form of an example.

D You can use details to **draw inferences**—that is, to form your own ideas. In paragraph 4, underline details about the size of the Grand Canyon. What inference might you draw from those details?

Grand Canyon

DRAWING INFERENCES

Guided Practice

WORDS TO KNOW

basin
glacier
particle
sediment

CITE EVIDENCE

A In paragraph 6, circle the example that the author uses to illustrate the effects of erosion by ice. Circle the specific example that illustrates wind erosion in paragraph 8.

B In paragraph 7, underline the details that tell about the effects of wind erosion. What inference can you draw from these details?

Erosion and Earth's Changing Landscape *continued*

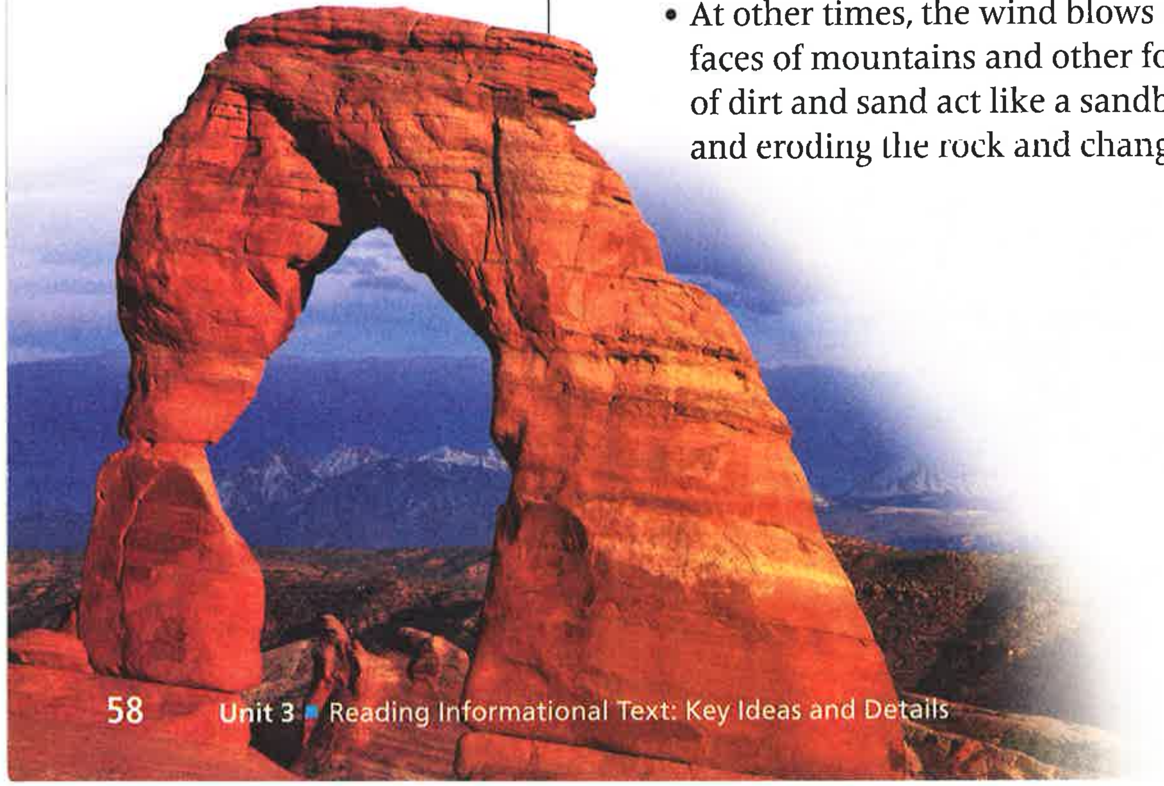
Erosion by Ice

6 Erosion by ice is a direct effect of the movement of **glaciers**. Glaciers are large mountains of ice and rock. In cold areas, glaciers move across the land. Moving glaciers pick up dirt and **sediment**, which scrape across the land and wear away at the ground. As the ground breaks down under the glacier, valleys and river **basins** are created. One example of erosion by ice is the Finger Lakes area of New York. When a glacier eroded the landscape, it created large basins that filled with water and became the Finger Lakes.

Erosion by Wind

7 Wind is another cause of erosion. As wind blows across the land, it picks up **particles**, or very small pieces, of sand and soil and moves them to different locations. Some particles contribute to the creation of new natural formations. But particles can also wear away existing landforms. Here's how:

- As wind blows, it picks up small particles of dirt and sand.
- Sometimes, the dirt and sand are blown into large piles, creating sand dunes.
- At other times, the wind blows against the rock faces of mountains and other formations. Particles of dirt and sand act like a sandblaster, smoothing and eroding the rock and changing its structure.



Guided Practice

8 Arches National Park, in Utah, is a natural structure formed by wind erosion. The wind blew against the rock faces for a very long time, smoothing them. The only parts of the rock left behind were naturally occurring arches.

9 There are more than 2,000 arches located in the park. The largest arch, Landscape Arch, is 306 feet long from base to base. Imagine the power it took to create a 306-foot-long arch! Even today, the harsh winds of the Utah desert erode the rocks, and the shapes of the arches change. Who knows what the arches will look like 1,000 or 100,000 years from now?

Comprehension Check

1. Think about the details you have read. Which process created the Finger Lakes?

a. erosion by wind

b. erosion by humans

c. erosion by water

d. erosion by ice

2. From the evidence in paragraphs 7–9, you can infer that

a. wind erosion causes more damage than water erosion does.

b. over time, wind erosion could completely wear away a rock.

c. sand dunes never occur near mountains.

d. you can find more wind erosion in Utah than anywhere else.

3. With a partner, draw an inference based on the text about which is more dangerous for humans—water erosion or wind erosion. Explain.

DRAWING INFERENCES

Independent Practice

WORDS TO KNOW

demonstrate
deteriorate
permanent

CITE EVIDENCE

A Put a star by the section that contains a procedural, or "how to," activity. What inference can you draw about the reason the author included this procedure?

B Underline the details in paragraph 14 that directly, or explicitly, state the author's purpose in presenting the information in paragraphs 10–13.

Erosion and Earth's Changing Landscape *continued*

Erosion by Humans

10 Human activities contribute to land erosion, too. People cut down trees and remove other plants to make room for buildings and farmland. This is a problem, for the roots of trees and plants hold the soil in place. When people remove trees and plants, the land **deteriorates**. Flooding, landslides, and mudslides result.

11 Something can be done about this kind of erosion, however. People can plant trees and other plants to prevent a water source, such as rain or a flood, from washing land away.

12 You and a partner can make a model that shows how plants help slow down or even stop soil erosion.

- First, get two large, deep rectangular glass baking dishes.
- Fill one dish with regular soil from your area and the other with a small rectangular patch of sod, or grass-covered soil (also called turf).
- Now blow hard on the tray with soil. You might even try aiming a small fan at it. Do you see any dirt particles fly out?
- Blow on the tray with sod. Do any soil particles blow off?
- Next, hold the dish with the soil at an angle. Have your partner pour some water onto the soil. How does the water act on the soil?
- Now repeat the process with the dish that has sod in it. Does the water move the soil this time?

Tree roots can hold in soil and lessen soil erosion.

Independent Practice

13 This model **demonstrates** that plants can slow the process of erosion. Bare soil can easily be moved by wind and water. Plants, such as grass, can keep more of the soil in place with their root systems.

14 Some types of erosion cannot be prevented, but our purpose here is to show that erosion caused by people can—and should—be controlled. We must look carefully for the negative effects of erosion. Then we can learn how to keep erosion from causing **permanent** harm to Earth's surface.

Comprehension Check

MORE ONLINE **sadlierconnect.com**

1. In paragraphs 10–11, the author presents

a. an example of a natural formation caused by erosion.

b. a problem, its effects, and a possible solution about erosion.

c. information about erosion caused by wind and how to prevent it.

d. details about how shorelines wash away.

2. What is the strongest evidence the author provides to show that plants can control soil erosion?

a. a description of a model that illustrates soil erosion

b. a suggestion that people observe soil erosion along shorelines

c. a statement that the loss of plants can cause soil erosion

d. an example of a specific place that has suffered soil erosion

3. Think about the inferences you have drawn about the author's purpose in parts of this text. What do you think is the author's purpose for this text as a whole? Use evidence to support your answer.

DETERMINING MAIN IDEA/SUMMARIZING

Guided Instruction

WORDS TO KNOW

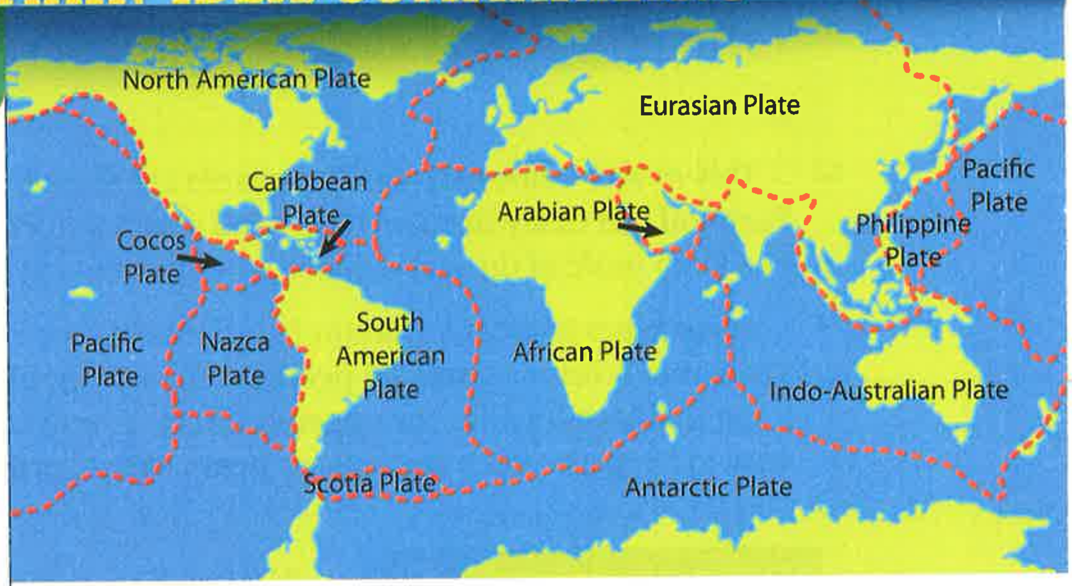
- **landmass**
- **mantle**
- **plate tectonics**

The **main idea** of a text is the central point the author wants to make. When you **summarize** a text, you make a short statement of its main idea and most important details.

CITE EVIDENCE

A The **main idea** may be in the first paragraph of a text. Underline a sentence in paragraph 1 that could be the main idea of the text.

B Part of **summarizing** a text means choosing the most important details. Circle two important details in paragraph 3 that you might use to summarize the text so far. Why are these details important to understanding the text?


North American Plate
Eurasian Plate
Caribbean Plate
Cocos Plate
Arabian Plate
Pacific Plate
Philippine Plate
Pacific Plate
Nazca Plate
South American Plate
African Plate
Indo-Australian Plate
Scotia Plate
Antarctic Plate

Earth's Layers and Plates

(Genre: Scientific Journal Article)

1 Earth's surface is made of **landmasses** that seem like parts of what was once a whole. If you look closely at the continents on a map, it is easy to imagine how these landmasses once fit together like pieces of a giant jigsaw puzzle. However, these pieces, called plates, are not stable, or steady. They constantly move and collide. Their movements can create disturbances in Earth's surface. The movement of the plates is the basis of an important field of study known as **plate tectonics**.

Inside the Earth

2 Earth's surface is only one layer of our planet. If you could travel deep under the surface, you would find that Earth is made up of four separate layers. The outer layer is called the crust. This is the only layer that supports life. The crust is composed of rock called silicate.

3 The layer below the crust is called the **mantle**. The mantle is made of the same kind of rock as the crust. However, the mantle is much thicker. As plates move on the crust and upper mantle, changes in the position of the continents occur.

Guided Instruction

4 The next layer, below the mantle, is the outer core. The outer core is made of liquid metals. The most common metals in the outer core are melted nickel and iron.

5 Directly underneath the outer core is the inner core. The inner core is also made of nickel and iron. Unlike the outer core, however, the inner core is solid. Its temperature is hotter than the surface of the sun!

6 The heat from the inner and outer core causes parts of the mantle to melt. Molten rock comes up through the mantle and crust. This action creates shifting in Earth's plates.

Continental Drift

7 Believe it or not, the longest mountain range in the world is underwater. The global mid-ocean ridge is located deep on the ocean floor. It combines all of the underwater ridges in the world. In other words, the mid-ocean ridge reaches into all of the world's oceans. The global mid-ocean ridge is important for understanding plate tectonics.

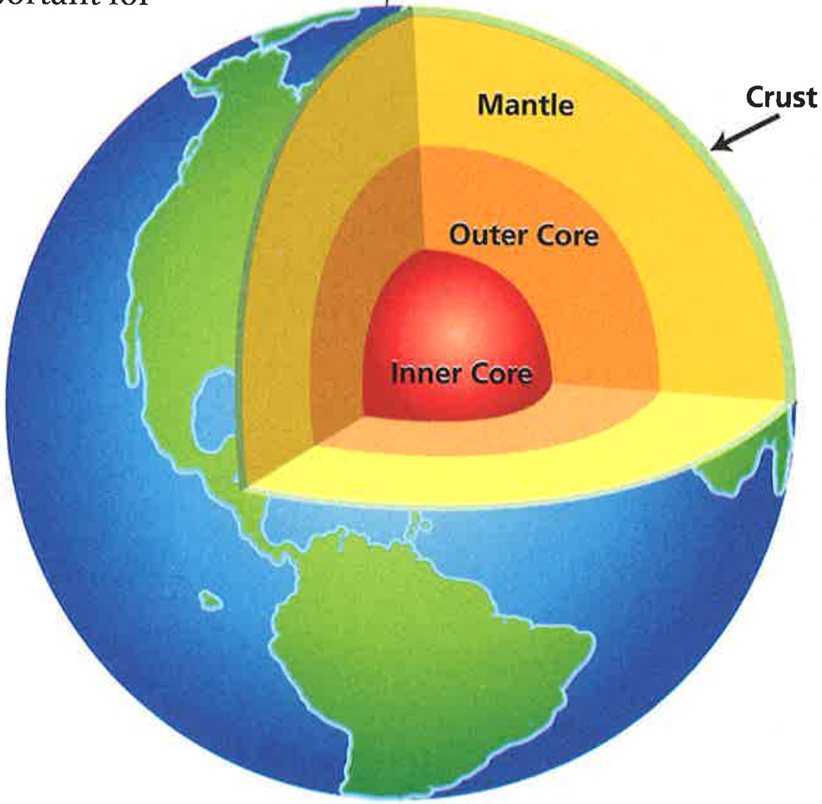
Comprehension Check

Write a sentence that summarizes the main idea of paragraphs 2–6. Use details from the text to create your summary.

CITE EVIDENCE

C Key details support the main idea. Circle details in paragraphs 4 and 5 that would be important in a summary of Earth's layers.

D Each paragraph of a text should have its own main idea. Put a box around the sentence that states the main idea of paragraph 7. Does that sentence summarize every important detail in the paragraph? Explain.



DETERMINING MAIN IDEA/SUMMARIZING

Guided Practice

WORDS TO KNOW

continental drift
earthquakes
fault line

CITE EVIDENCE

A Underline the sentence that states the main idea of paragraph 9.

B Circle two important details in paragraphs 10 and 11. Then summarize those paragraphs with a partner. How did you decide which details to include?

Earth's Layers and Plates *continued*

8 One section of this ocean ridge is called the mid-Atlantic ridge. The mid-Atlantic ridge is very important to the study of plate tectonics. Molten rock from the earth's mantle pushes up through the surface at the mid-Atlantic ridge. The rock cools and forms new sections of crust on the ocean floor. The ocean floor has to make room for the new crust. To make enough room, the ocean floor must spread out. As a result, the earth's plates shift. Even though you can't feel it, North and South America are actually moving away from Europe and Africa. This movement is called **continental drift**.

9 When the floor of the Atlantic Ocean spreads, the floor of the Pacific Ocean crumbles. The Pacific Ocean is getting smaller every year. Instead of shifting plates away from each other, movement in the Pacific Ocean pushes the plates toward each other. While North and South America are moving away from Europe and Africa, they are also moving toward Asia and Australia. This kind of shift leads to collisions in the plates.

Plate Collisions and Earthquakes

10 When two plates collide, one plate pushes up over the top of the other. The plate on the bottom moves down toward the ocean floor. The plate on the top rises. The shifting of the bottom plate is what causes **earthquakes**.

The San Andreas Fault runs about 800 miles through California. It is the boundary of the Pacific plate and the North American plate. Parts of it are visible above the ground.

11 Sometimes, plates slide past each other. Instead of colliding, these plates move back and forth. This movement creates a **fault line**. Some of the world's largest earthquakes occur at fault lines.

12 In some places, you can actually see evidence of shifting plates at the earth's surface. The San Andreas Fault, in California, is an enormous crack in the earth's surface. The crack occurs at the boundary between the North American and Pacific plates. As these plates shift, this fault also shifts. This movement can cause large earthquakes in California.

Comprehension Check

1. Which of the following sentences best states the main idea of paragraph 8?

- **a.** The mid-Atlantic ridge is a part of the global mid-ocean ridge.
- **b.** Because of continental drift, the Pacific Ocean is growing smaller.
- **c.** New sections of crust are formed by molten rock from the mantle.
- **d.** The mid-Atlantic ridge is important to understanding continental drift.

2. How do the details on plate tectonics in paragraphs 9–12 help explain earthquakes?

- **a.** Volcanic eruptions create vibrations that lead to earthquakes.
- **b.** The mid-Atlantic ridge opens up, causing vibrations.
- **c.** As plates shift and collide, Earth's surface experiences disturbances in its structure.
- **d.** Earth's core heats the mantle, causing molten rock to seep through cracks in the crust.

3. With a partner, summarize how continental drift occurs. Use important details from the text in your summary.

WORDS TO KNOW

energy
mountain range
prediction

CITE EVIDENCE

A Underline the sentence that states the main idea of paragraph 13.

B Put a box around a detail in paragraphs 15–17 that you would use in a summary of the text. Why did you choose that detail?

Plate Collisions and Mountain Ranges

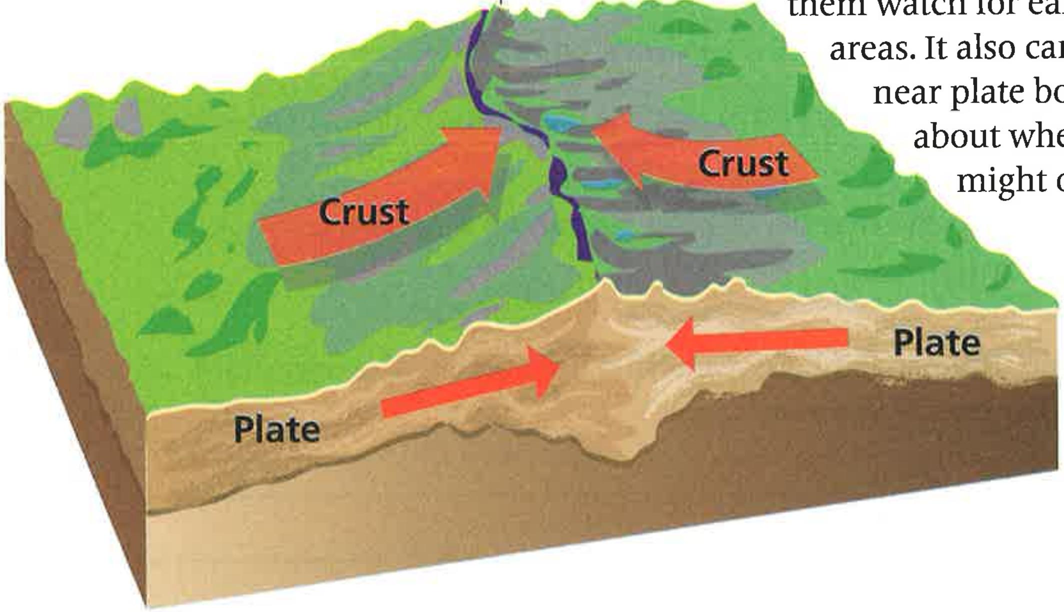
13 Collisions in plates also result in the creation of **mountain ranges**. While the bottom plate is forced downward, the top plate is pushed upward. So earthquakes occur at the boundaries between plates—and so do many of Earth's mountain ranges. Just think about how much **energy** this takes!

14 The highest mountain range in the world—above sea level, that is—is the Himalayas. The Himalayas were formed when two plates collided. These plates are still colliding today. Because of the collisions, the Himalayas continue to rise a small amount each year.

Making Predictions

15 Plate tectonics is an important area for scientific study. Scientists observe movements in the plates. What they learn helps them understand how parts of our planet are changing. They also can consider what Earth might have looked like long ago and make **predictions** about what it might look like in the future.

16 Plate tectonics can also help scientists better understand earthquakes. Scientists observe where and how plates collide with each other. That information helps them watch for earthquakes in those areas. It also can give people who live near plate boundaries warnings about when the next earthquake might occur.



At continental plate boundaries, plate collisions can occur. When the plates collide, the crust pushes upward. Over time, mountain ranges may form along these boundaries.

Independent Practice

17 The study of plate tectonics allows scientists to look at the way landmasses once fit together. It also indicates how Earth has changed over time. Scientists can identify where pieces of the crust are new. They even can discover where older pieces of the crust are located.

18 Since oil and gas come from very old rock, scientists have learned that they do not need to search for oil and gas in areas where the crust is new. Newly formed crust, however, has many minerals that rise to the surface. Perhaps these minerals will become new sources of energy. Through plate tectonics, we someday may find new ways to work with the amazing energy of our planet.

Comprehension Check

MORE ONLINE **sadlierconnect.com**

1. Which sentence best expresses the main idea of paragraph 15?

a. Plate tectonics is an important area for scientific study.

b. Scientists observe movements in the plates.

c. What they learn helps them understand how parts of our planet are changing.

d. They also can consider what our planet might have looked like long ago and what it might look like in the future.

2. According to the details in paragraph 18, why is new crust important?

a. It is a rich source of oil and gas.

b. It is a rich source of minerals.

c. It helps scientists predict earthquakes.

d. It helps people know where to drill for oil.

3. Refer to the text and find the most important details. Then write three sentences to summarize the text.

EXPLAINING EVENTS AND IDEAS

Guided Instruction

WORDS TO KNOW

consequence
devastating
generated
tsunami

It is important for readers to think carefully about the specific information in a scientific or technical text. That way, they can **explain the events and ideas** in the text to others.

CITE EVIDENCE

A Paragraph 1 introduces the main kind of **event** that this scientific text will explain. Put a box around the sentence that identifies that event.

B Understanding how and why events occur is an important part of reading a scientific text. Circle the sentence in paragraph 2 that tells how wind-generated waves form. How would you explain this information in your own words?

The Power of Tsunamis

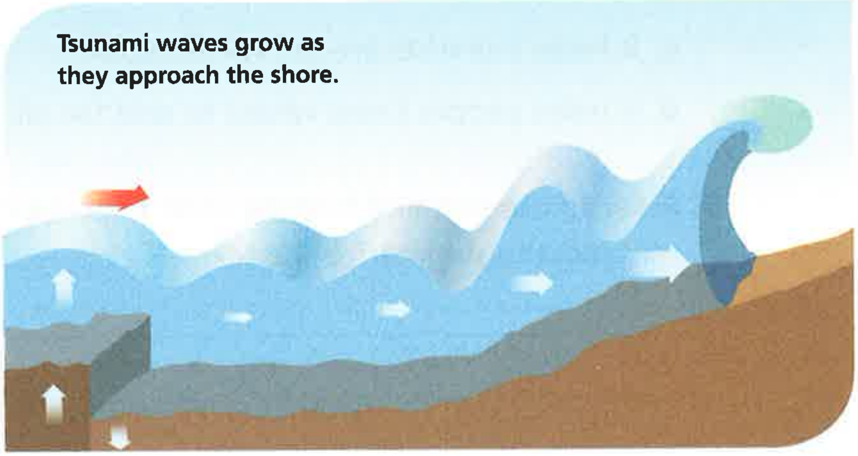
(Genre: Scientific Text)

1 Powerful forces shape our planet's surface. Many of these forces come from deep in the ocean. Earthquakes, landslides, and even volcanoes occur most often in places where Earth's plates are moving. These events can have **devastating** results. **Tsunamis** are one possible effect of motion on the ocean floor.

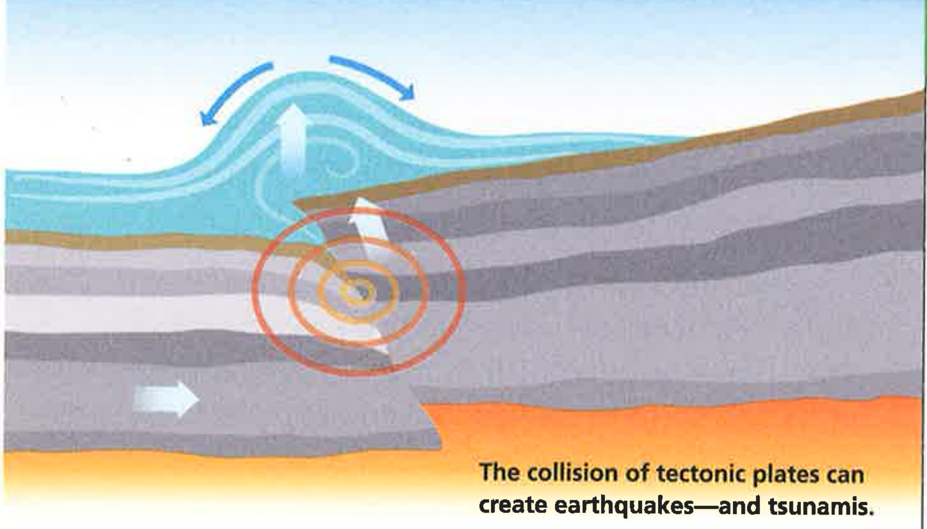
What Is a Tsunami?

2 Have you ever stood on the beach and watched the waves come in from the ocean? If so, you have seen wind-**generated** waves. These waves are created when the wind pushes water across the surface of the ocean. Wind-generated waves occur in the ocean at an average rate of one every 10 seconds. In the United States, these waves usually are no more than five feet tall.

3 Tsunamis (tsoo-NAH-mees) are giant waves. They are created by strong movements on the ocean floor. The word *tsunami* is a Japanese word that means "harbor wave." Tsunamis can move much more quickly than wind-generated waves do. They can travel up to 550 miles per hour. That is greater than the speed of a jet airplane! Tsunamis last longer, too. They also reach far greater sizes than do wind-generated waves.


Tsunami waves grow as they approach the shore.

Guided Instruction



The collision of tectonic plates can create earthquakes—and tsunamis.

4 A tsunami builds in power and size as it approaches the shore. It can reach a height of 100 feet. Flooding from a tsunami can go far inland. The size and power of a tsunami, therefore, can have serious **consequences**. The courageous people who live where tsunamis occur must keep aware of the ocean's movements.

Earthquakes and Tsunamis

5 One of the most common causes of a tsunami is an undersea earthquake. When plates collide with one another, they usually overlap. One plate dips lower. The other plate pushes up on top. This kind of collision can create an earthquake on land or at sea. When it happens at sea, the earthquake disturbs the water. The disruption can produce a very powerful wave.

6 When a tsunami is still out at sea, it can move along without causing any alarm. Boats can sail right over a tsunami with very little disturbance. The real danger begins when the tsunami reaches land. The front of the tsunami slows down, and the water traveling behind it builds up. This creates the giant wave.

Comprehension Check

Review the events in paragraph 5. Then write three sentences that explain how earthquakes cause tsunamis.

CITE EVIDENCE

C When authors write about concepts and events in a scientific text, they often explain *what happened* and *why*. Underline the sentence in paragraph 4 that explains what happens as a tsunami goes toward a shore.

D Paragraph 5 explains why tsunamis form. Circle two events that are part of the process. Why are these events important?

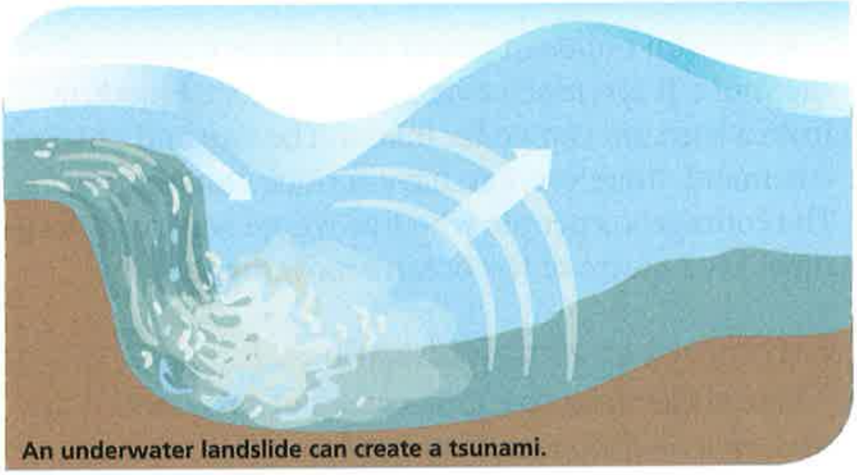
Guided Practice

The Power of Tsunamis *continued*

Landslides and Tsunamis

7 Most tsunamis occur in the Pacific Ocean. Only 20 percent of tsunamis begin in other bodies of water.

8 Sometimes, an undersea earthquake results in a landslide. The ocean floor has mountains and valleys. Vibrations from the earthquake cause rocks, coral, and other sediment to shake loose and fall. The loose sediment displaces a large amount of water. Water **displacement** can lead to tsunamis.


An underwater landslide can create a tsunami.

9 Tsunamis created by underwater landslides are called mega-tsunamis. The amount of water that is moved by a mega-tsunami is greater than that of a typical tsunami. One of the most powerful mega-tsunamis occurred in Papua New Guinea in 1998. A powerful earthquake triggered a landslide in the Pacific Ocean. The resulting mega-tsunami was almost 50 feet high. It killed 2,200 people and left almost 10,000 people without homes.

Volcanoes and Tsunamis

10 Another cause of tsunamis is volcanic eruptions. These can occur both in the water and on the shore. Much like earthquakes, volcanoes push out sediment, lava, and heat. This activity causes disruptions in the water. In addition, volcanoes often are **explosive**. The explosions' shock waves can generate tsunamis.

WORDS TO KNOW

displacement

explosive

CITE EVIDENCE

A In paragraph 8, underline the events that occur when a landslide causes a tsunami.

B Discuss with a partner how mega-tsunamis are different from typical tsunamis. Circle a detail in the text that supports your answer.

11 Krakatoa, a volcano in Indonesia, erupted in 1883. The huge eruption produced one of the most powerful volcano-generated tsunamis in history. The wave rose to more than 130 feet! It is believed that some 36,000 people died from the destruction of the tsunami. The huge wave led to ocean disturbances around the world.

12 The Caribbean island of Grenada is home to a volcano called "Kick 'Em Jenny." Kick 'Em Jenny is an active volcano. It has erupted more than ten times since 1974. The eruptions often produce small tsunamis. Although these tsunamis measure only about 15 feet in height, they are a good example of volcano-generated tsunamis.

Comprehension Check

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1. Which of the following ideas does the information in paragraph 9 explain?

a. how water displacement can produce tsunamis

b. how volcanoes can produce tsunamis

c. why mega-tsunamis are especially dangerous

d. why people need to prepare for tsunamis

2. Which sentence best expresses the main idea of paragraph 10?

a. Another cause of tsunamis is volcanic eruptions.

b. These can occur both in the water and on the shore.

c. This activity causes disruptions in the water.

d. The explosions create shock waves that can generate tsunamis.

3. Work with a partner to explain the events that create a mega-tsunami. Use evidence from the text to support your answer.

Independent Practice

WORDS TO KNOW

monitor

natural disaster

CITE EVIDENCE

A Put a star next to the name of the event that the author explains on page 72. Put another star next to the date on which the event happened.

B Put a box around details that give measurements in paragraphs 15 and 16. What idea do those details help explain?

The Power of Tsunamis *continued*

A Recent Historic Tsunami

13 Japan is located on the Ring of Fire, a region in the Pacific Ocean. The Ring of Fire circles around New Zealand, Asia, and Alaska. It then moves down the coasts of North America and South America.

14 This region lies along the Pacific plate. The Pacific plate moves underneath other tectonic plates every year. The movement causes earthquakes, volcanoes, and tsunamis. Indeed, the area is called the Ring of Fire because more than 75% of Earth's volcanoes are located there, and they erupt frequently.

15 On March 11, 2011, a large undersea earthquake occurred off the coast of Japan. It shook the shoreline for six minutes. The earthquake caused a series of waves to hit the coast of Japan. The waves measured from 9 to 120 feet in height.

16 The Great Sendai Earthquake and Tsunami was one of the most devastating **natural disasters** in Japan's history. More than 19,000 people were killed. The flooding washed away more than 125,000 buildings, and rebuilding will take years. Aftershocks and waves from the earthquake and tsunami were felt as far away as Hawaii, California, and Oregon.

A wave hits coastal Japan after the Great Sendai Earthquake.

Understanding Tsunamis

17 Many tsunamis happen each year, but not all tsunamis cause destruction. By the time they reach the beach, most of them look only like the high tide. About only two tsunamis each year cause any damage to the shoreline. Giant tsunamis like the one in Japan occur only about every 10 to 15 years.

18 The more scientists learn about tsunamis, the better they can predict when and where a tsunami will occur. Today, scientists can **monitor** the activity along ridges and fault lines in the ocean. The information can warn people about an approaching tsunami. The more warning people receive, the more time they have to move to higher ground. In this way, they can avoid some of the devastating consequences of the world's most powerful waves.

Comprehension Check

MORE ONLINE **sadlierconnect.com**

1. According to the text, which events give the Ring of Fire its name?

a. forest fires

b. volcanic eruptions

c. earthquakes and tsunamis

d. the movements of tectonic plates

2. What idea does the author focus on in paragraph 18?

a. Scientific instruments monitor undersea activity.

b. People can move to higher ground to escape tsunamis.

c. Tsunamis occur with little warning.

d. Further research about tsunamis will save lives.

3. Based on information in the text, but in your own words, explain the causes and results of the Great Sendai Earthquake and Tsunami.

____

____

____

Volcanoes: Nature's Fire

by Dr. Dmitri Paplanovich

(Genre: Science Magazine Article)

1 Imagine that you are looking at a beautiful mountain. You notice its snow-covered peaks. You see its tree-lined sides. The mountain is part of the landscape of your home.

2 Now, imagine that one morning you wake up and see that the mountain has been transformed. The normally calm rock face is disturbed. Steam and ash are spouting out of the peak. The mountain has suddenly become an active volcano!

3 This is exactly what happened when Mount St. Helens erupted in 1980. The volcano had been dormant, or quiet, as long as anyone could remember. Many people in Washington State lived near the mountain. Visitors came to enjoy its rugged beauty. On May 18, however, Mount St. Helens erupted, killing 57 people.

4 Volcanoes are one of Earth's most powerful forces. Few of us have seen an erupting volcano. There are many active and dormant volcanoes located in North America today. Scientists study volcanoes to learn more about how our planet changes.

5 The mantle is the thick layer of rock under Earth's surface, or crust. Beneath the mantle is Earth's core. Earth's core is hotter than the surface of the sun!

6 The heat from the core melts the rock that makes up the mantle. The molten rock, called magma, seeps up through the crust. When magma reaches the surface, it becomes lava. The lava builds, along with ash and rock. When this happens, a volcano forms.

7 Most volcanoes develop at the boundaries of two tectonic plates. Tectonic plates separate and collide, creating cracks in Earth's crust. Magma is able to push through these cracks to become lava. Some volcanoes form at hot spots, or weak places in the crust. The volcanoes in the Hawaiian Islands often form at hot spots.

8 There are four main types of volcanoes: shield volcanoes, cinder cone volcanoes, lava dome volcanoes, and composite volcanoes. Scientists classify volcanoes based on their shape and on the type of lava they produce.

9 The largest volcanoes in the world are shield volcanoes. Shield volcanoes form from rapidly flowing lava. The lava cools and creates a dome shape. Some shield volcanoes overlap with others. The Big Island of Hawaii is actually made up of five shield volcanoes.

10 Cinder cone volcanoes are the most common type of volcano. Cinder cone volcanoes erupt with violent explosions. The eruptions push lava into the air. When the lava cools, it forms the sides of the volcano. Cinder cone volcanoes can be covered by thick volcanic rock.

11 A lava dome is a round volcano. It forms when sticky lava flows slowly over the landscape. Sometimes, lava domes can be created after an explosive eruption. All of the gas inside the volcano is released. All that is left is the slow-moving lava. The lava builds up in a round dome shape.

12 A composite volcano usually looks like a tall mountain before it erupts. The gas inside the volcano builds up and causes an explosive eruption. Sometimes, it looks as if the whole top of the mountain has blown off. Mount St. Helens is a composite volcano.

13 Volcanoes can be either active or dormant. Active volcanoes are those that have erupted sometime in the past 10,000 years. Dormant volcanoes have been quiet for a long time but may erupt again. Extinct volcanoes are ones that scientists believe will never erupt again.

14 Just as there are different types of volcanoes, there are different types of eruptions. Volcanic eruptions are named after the region in which they are found. For example, Hawaiian eruptions are gentle, with quickly moving lava flows. In Strombolian eruptions, lava spurts into the air repeatedly. Plinian eruptions are explosive eruptions of ash and steam.

15 There are at least 50 active volcanoes in the United States. These volcanoes are expected to erupt again. Most of these volcanoes are part of the large group of active volcanoes that circle the Pacific Ocean. This group is called the Ring of Fire. More than 75% of the world's active volcanoes are part of the Ring of Fire.

16 Volcanoes in North America are of all types. They display different kinds of eruptions. Some of the best-known volcanoes are in Hawaii, in the Pacific Northwest, and in Alaska.

17 Kilauea, a shield volcano, is the youngest volcano on the Big Island of Hawaii. Many scientists believe that Kilauea began to form sometime between 300,000 and 600,000 years ago. It has been erupting ever since. Scientists study Kilauea to learn more about active volcanoes.

18 Sunset Crater Volcano National Monument, in Arizona, is a dormant cinder cone volcano. It erupted in the year 1065, but scientists believe that someday it could erupt again.

19 The area around Sunset Crater is covered in volcanic rock. The mountain is made of a thick blanket of cinders. Visitors to the monument have a difficult time walking in the cinder deposits. In other areas, the landscape has large, sharp pieces of cooled lava. Visitors can take a tour of the volcano and learn about other cinder cones in North America.

20 Mount St. Helens may be the best-known volcano in the United States. This active volcano is located in the western Cascade Mountains of Washington. It was once a majestic mountain with a snow-capped peak. Now, it is best known for its explosive eruption in 1980.

21 Mount St. Helens was releasing steam and ash for two months before the first eruption occurred on May 18, 1980. The explosion blew off one side of the mountain, reshaping its appearance. It destroyed forests and wildlife. On May 25, a second eruption created a lava dome in the crater of the first eruption.

22 Volcanoes are destructive, but they also are rich in minerals and precious gems. In addition, the soil that eventually develops from volcanic eruptions often leads to better plant and animal life. As scientists continue to study volcanoes, they learn more about how these powerful giants behave.

Comprehension Check

1. From text evidence in paragraphs 1–3 and 20–21, you can infer that Mount St. Helens

a. is not in the Ring of Fire.

b. changed appearance drastically and quickly.

c. is a cinder cone volcano.

d. has now gone extinct after erupting in 1980.

2. Which sentence from page 74 expresses the main idea of this article?

a. This is exactly what happened when Mount St. Helens erupted in 1980.

b. Few of us have seen an erupting volcano.

c. There are many active and dormant volcanoes in North America today.

d. When magma reaches the surface, it becomes lava.

CLOSE READING

3. In your own words, summarize the events in paragraph 6 that explain how a volcano forms.

4. Think about what you have just read. Where are most of the volcanoes in North America located, and why there? Use details from the article to provide evidence for your answer.

CONNECT ACROSS TEXTS

Compare and Contrast Texts

In this unit, you read four texts that describe forces that change Earth's surface. Think about the different ways that these forces were explained. Then choose two of the texts and compare and contrast them using the T-chart below. Write the titles of the texts you chose in the top row. List important details to show how the texts are similar or different underneath. Be prepared to discuss your ideas with your class.

Return to the Essential Question

How can readers use details to find the main idea in an informational text?

In a small group or as a class, discuss the Essential Question. Think about what you have learned about main ideas and text evidence; about drawing inferences and explaining events and ideas; and about summarizing. Use evidence from the four unit texts to answer the question.

LANGUAGE

Affixes

Guided Instruction An **affix** is a word part that can be attached to the beginning or end of a root or base word. You often can determine the meanings of words with affixes by dividing them into their parts. For example, in *prefix, pre-* means "before" and *fix* means "to attach." So, a *prefix* is an affix that is *attached before* the root or base word. A **suffix** is attached after the root or base word. *Adaptable*, for example, is the base *adapt* with the suffix *-able*. The word means "having the ability to adapt."

Affix	Meaning
pre- (prefix)	before
re- (prefix)	again
-ful (suffix)	full of
-ous (suffix)	having
-able (suffix)	having an ability

Guided Practice Use the chart of affixes to determine the meaning of the words in **bold type** below (from "The Power of Tsunamis").

1. The **courageous** people who live where tsunamis occur must keep aware of the ocean's movements.

____

2. The flooding washed away more than 125,000 buildings, and **rebuilding** will take years.

____

Independent Practice Use affixes and base words to figure out the meanings of these words from "Volcanoes: Nature's Fire." Then write a sentence of your own for each of them.

3. beautiful (paragraph 1) ______________________

____

4. reshaping (paragraph 21) ______________________

____

Read the following science article. Pay attention to the details in the article that help you understand the author's ideas. Then answer the questions on pages 81 and 82.

Recording an Earthquake

(Genre: Scientific Journal Article)

1 More than 100,000 earthquakes occur every year. Most are small underground vibrations. Only about 1,000 earthquakes are strong enough to reshape the earth. So, then, how do scientists know that an earthquake has occurred?

2 Scientists measure earthquakes with a *seismograph*, an instrument that records underground movements. When the earth moves underneath a seismograph, the movement creates an electrical current. The electricity moves a light beam across a sheet of photographic paper. The light beam draws a line. The line spikes higher as the vibrations get stronger. Higher spikes show powerful earthquakes. Lower spikes show normal movement. In this way, scientists can record every time an earthquake occurs.

Fill in the circle of the correct answer choice.

1. What is one detail about earthquakes that appears in paragraph 1?

○ Electricity moves a light beam.

○ Earthquakes happen along the San Andreas Fault.

○ Tectonic plates shift and collide.

○ About 100,000 earthquakes happen each year.

2. In paragraph 2, the author explains that a *seismograph* is

○ an instrument to measure earthquakes.

○ an effect of shifting plates.

○ a tool to create underground vibrations.

○ a tool to prevent earthquakes.

UNIT 3 REVIEW

3. What does the word *recordable* mean?

○ full of records
○ to record again
○ able to be recorded
○ to record beforehand

4. To *reshape* something is to

○ shape it beforehand.
○ have a full shape.
○ have some kind of shape.
○ shape it again.

5. What can you infer from the fact that the author not only defines *seismograph* but also explains how a seismograph works?

6. In paragraph 2, underline the sentence that best illustrates the main idea of the article.

7. List the events that occur when a seismograph records movements in the earth.

8. Use details in the text to explain the spikes in a seismographic record.

9. What text evidence supports the idea that only a small percentage of earthquakes are dangerous?

10. Summarize this article in two sentences.

Introducing UNIT 4

Weather changes, seasons change, and the earth itself changes. What do you know about these kinds of changes? How might you share what you know with others? In this unit about ways in which nature can change the earth, you will learn how to write an informative/explanatory text.

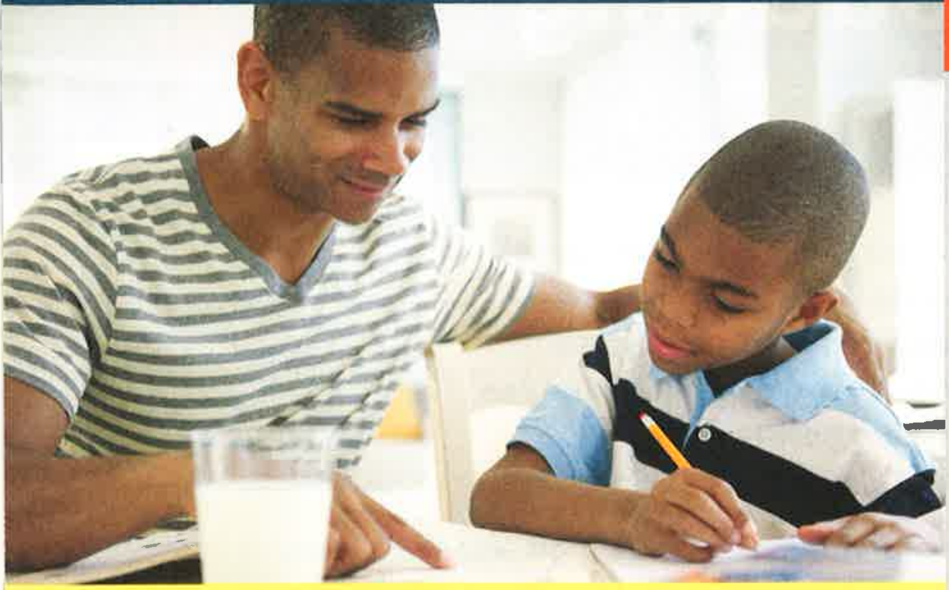
When you do this kind of writing, you examine a topic and share ideas and information about it. For example, you might write about the causes and effects of an earthquake or the aftermath of a volcanic explosion. Whatever the topic, you develop your ideas with supporting facts, definitions, and details.

An effective informative/explanatory text is well organized. The writing should include precise words to be accurate and interesting, and it should be grammatically correct.

Progress Check Can I?

Before Unit 4		After Unit 4
☐	Organize an informative/explanatory text with an introduction, subtopics, and a conclusion.	☐
☐	Use facts, definitions, and details to support ideas.	☐
☐	Use linking words to connect ideas.	☐
☐	Write using prepositional phrases correctly.	☐
☐	Write using progressive verb forms.	☐
☐	Write using precise words and phrases.	☐
☐	Write using the correct order of adjectives.	☐

HOME ✦ CONNECT...



In this unit, children will learn about writing to present information about a topic or to explain a process. Help your child identify **informative/explanatory texts** in the world around you, including magazine and website articles, biographies, cookbooks, and travel guides.

Have your child select a favorite nonfiction book. Model identifying how the author **introduces and develops the topic**. Discuss how the author **organizes information and makes the information clear** to readers. Challenge your child to talk about what he or she would say if writing about the same topic or a similar topic.

Ask your child to think about a topic that he or she knows well. Have your child write down **facts and details** that he or she already knows about the topic. Discuss how he or she would write about the topic (for example, in a magazine article? an Internet blog?) and what he or she might do to help make the information or explanation clear.

On The Go: When your child expresses interest in a topic (for example, one of the topics in this unit is about changes in the earth), help him or her to locate and read a print or online informative/explanatory text about it. Encourage your child to write and share a paragraph that presents information or an explanation of something covered in that text.

IN THIS UNIT, YOUR CHILD WILL...

- Learn to write an informative or explanatory piece that introduces a topic, groups related information, and ends with a conclusion.
- Use facts, definitions, and details to support the topic.
- Learn to use linking words, such as *also, another, for example,* and *because*, to connect ideas.
- Use precise language and subject vocabulary to explain the topic.
- Learn specific language skills and use them in writing an informative or explanatory piece:
  - Use prepositional phrases.
  - Use progressive verbs.
  - Choose words and phrases that convey ideas precisely.
  - Use adjectives in the correct order.

WAYS TO HELP YOUR CHILD

Help your child develop patience with the writing process. Remind your child that informative/explanatory writing includes gathering information, organizing it, writing a draft, editing it, and creating a final version. Emphasize that all of these steps are important.

ONLINE

For more Home Connect activities, continue online at sadlierconnect.com

UNIT 4

Text Types and Purposes: Write Informative/ Explanatory Texts

Essential Question:
How can I explain a topic in writing?

Write Informative/ Explanatory Texts 86
Language: Prepositional Phrases. 90
Language: Progressive Forms of Verbs 91
Language: Precise Words and Phrases 92
Language: Order of Adjectives 93
Speaking and Listening . . . 94
Unit 4 Review 95

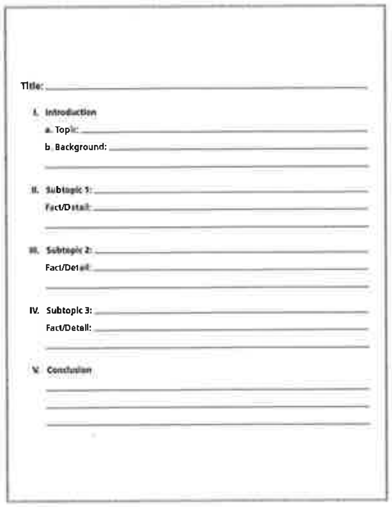
Read a Student Model

Shana is a student in Mr. Moreno's 4th-grade class. She has been asked to write an informative/explanatory text about how a natural phenomenon can change the earth. She has been asked to develop her main topic with three subtopics. As you read Shana's explanatory essay, think about a topic, subtopics, and type of organization to prepare to write your own informative/explanatory text.

October 29, 2012
October 27, 2012

CREATING AN ORGANIZATIONAL STRUCTURE

Shana has used an outline to organize her explanatory essay. It has an introduction to the main topic, three subtopics, and a conclusion.



Title: ____________

I. Introduction
  a. Topic: ____________
  b. Background: ____________

II. Subtopic 1: ____________
  Fact/Detail: ____________

III. Subtopic 2: ____________
  Fact/Detail: ____________

IV. Subtopic 3: ____________
  Fact/Detail: ____________

V. Conclusion

TITLE

Identifies the main topic for the reader

INTRODUCTION

- Gets the reader's attention
- Introduces the main topic
- Gives background
- States what the writer will examine

Underline the sentence that states what Shana will examine about the topic.

Hurricane Sandy and the Mid-Atlantic Region

Imagine waking up to find your house or street covered in sand. That's what happened to some people after Hurricane Sandy tore through the mid-Atlantic states on October 29, 2012. When it hit New Jersey, it was just a category 1 hurricane. That's the lowest level. However, it was the largest Atlantic storm ever. It stretched for 900 miles. Hurricane Sandy's wide path of winds pushed ocean water toward the coast. This caused a storm surge, or a rise in sea level. The water rose 14 feet in some places. When it hit land, the storm surge changed the coastlines of Maryland, Delaware, New Jersey, and New York in three big ways.

Eroded Beaches

One way Hurricane Sandy's storm surge changed the coastline was by eroding beaches. The rushing water swept sand from the beaches inland. Streets and backyards were covered with sand. Some people even found sand in their basements. This movement of sand made the beaches narrower. Some beaches are 40 feet narrower now because of Hurricane Sandy.

Damaged Barrier Islands

Another way the storm surge changed the coastline was by damaging barrier islands. A barrier island is a long, narrow island that runs along a coast. Just as with the beaches, the storm surge eroded many of the barrier islands. It carried sand from the islands all the way to coastal inlands. The storm surge carried half a million cubic yards of sand from just one island.

Destroyed Dunes

A third way Hurriane Sandy changed the coastline was by destroying dunes. A dune is a mound of sand. Dunes form on coastal beaches and barrier islands. The powerful storm surge washed many dunes away. Local officials have put more than 3,000 old Christmas trees on their beaches. They hope that blowing sand will build up on the trees and replace missing dunes.

HEADINGS

Use headings to indicate different sections, or subtopics. Be sure to use precise language to make the information clear.

SUBTOPIC 1:

Group information about one subtopic into each section.

Shana develops her subtopics with facts, definitions, and details. She chooses words and phrases to link information in each subtopic.

SUBTOPIC 2:

Underline the sentence that states Shana's second subtopic.

Put a box around one fact she includes to develop this subtopic.

SUBTOPIC 3:

Underline the sentence that states Shana's third subtopic.

Circle a definition that Shana includes.

CONCLUSION

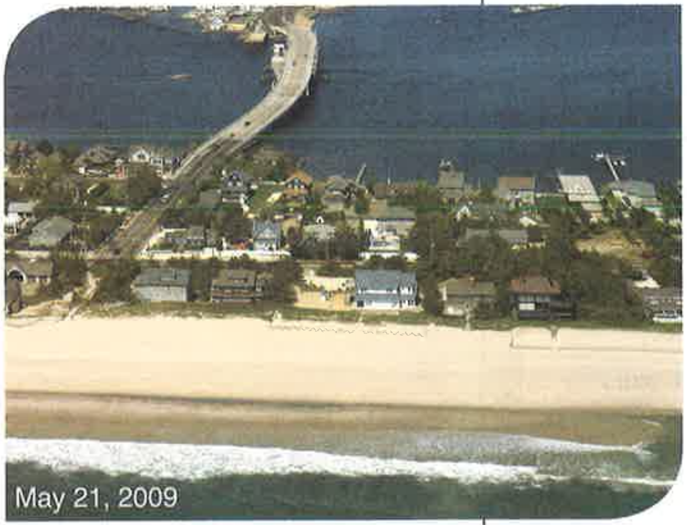
Shana's conclusion restates her opening statement in slightly different words. It wraps up her explanation of the topic and provides an interesting thought about it.

Underline the two sentences that form the conclusion of Shana's explanatory essay.

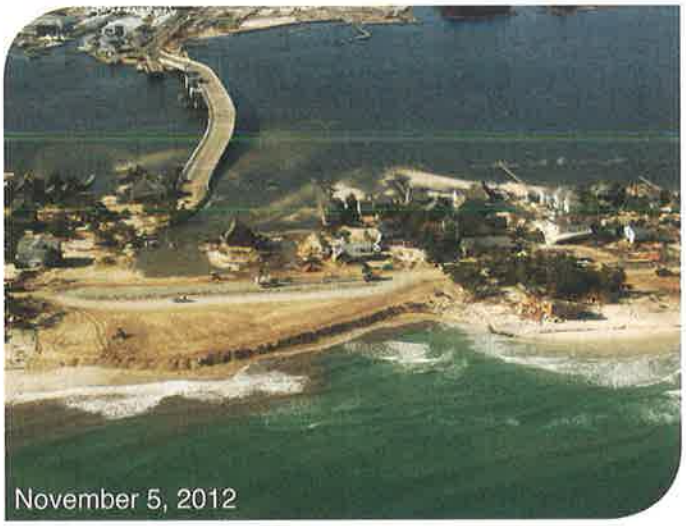
Hurricane Sandy had a huge impact on the mid-Atlantic coastline. The hurricane's storm surge changed the natural landscape. It eroded beaches and barrier islands. It also washed away dunes. Before-and-after photographs of the coastline make the changes clear.

What the photographs do not show is that the area is now at greater risk during future hurricanes. Future storm surges will have a shorter distance to travel over beaches to reach inland. They also will encounter smaller and fewer barrier islands and dunes. These act as walls against rising waters.

The damage from Hurricane Sandy was great. However, it could be even worse in the future because of the changes to the coastline.



Before Hurricane Sandy



After Hurricane Sandy

Use an outline to organize your informative/explanatory essay about a natural phenomenon that changes the earth. Then write a first draft on a separate piece of paper. Be sure to introduce your topic and develop it with facts and details. Use precise words to explain the topic. Connect your ideas with linking words or phrases, and end with a concluding statement. You will use this draft to write your final article in the Unit 4 Review section on page 96.

Title: ______________________________

I. Introduction

a. Topic: ______________________________

b. Background: ______________________________

____

II. Subtopic 1: ______________________________

Fact/Detail: ______________________________

____

III. Subtopic 2: ______________________________

Fact/Detail: ______________________________

____

IV. Subtopic 3: ______________________________

Fact/Detail: ______________________________

____

V. Conclusion

____

____

____

Prepositional Phrases

Guided Instruction A **prepositional phrase** begins with a preposition and ends with a noun or pronoun. A prepositional phrase tells *when, where,* or *how* something happens.

Some prepositional phrases include a preposition and a noun or pronoun.

Ramón ate lunch ***with Elsa****. (with* = preposition; *Elsa* = noun*)*
Cassie talked ***to her*** *later. (to* = preposition; *her* = pronoun*)*

Other prepositional phrases include a preposition, a modifier, and a noun.

In the afternoon*, Marco and his sister will rake the yard.*
(In = preposition; *the* = modifier; *afternoon* = noun*)*
Alexis puts the books ***on those metal shelves****.*
(on = preposition; *those, metal* = modifiers; *shelves* = noun*)*

Guided Practice Complete the sentences with prepositional phrases. Use the prepositions in parentheses.

1. I put my little brother's toys (into) ____________________.

2. That dog just barked (at) ____________________.

3. (After) ____________________, Ben and his mom went (to) ____________________.

Independent Practice Write four of your own sentences. In the first three sentences, use one prepositional phrase. In the fourth sentence, use two prepositional phrases.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

Progressive Forms of Verbs

Guided Instruction The **progressive forms of verbs** show that action keeps on going.

- The **present progressive** form uses *am/is/are* + a verb + *ing*.

  *I **am walking**. He **is walking**. They **are walking**.*

- The **past progressive** form uses *was/were* + a verb + *ing*.

  *I **was walking**. You **were walking**.*

- The **future progressive** form uses *will* + a verb + *ing*.

  *I **will be walking**. We **will be walking**.*

Guided Practice Complete each sentence using the correct progressive form of the verb *to study*.

1. Today, Takira ____________________ in class.

2. Yesterday, Takira ____________________ with me.

3. Tomorrow, Takira ____________________ at home.

Independent Practice Write four sentences of your own. Use the present progressive form of a verb in the first sentence, the past progressive form in the second, and the future progressive in the third. In the fourth sentence, for an extra challenge, use verbs in two progressive forms.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

LANGUAGE

Precise Words and Phrases

Guided Instruction **Precise words and phrases** help make writing clear and vivid. They can signal precise actions, emotions, or states of being.

Unclear and Uninteresting	Precise and Vivid
The food was good.	*The **spaghetti** was **delicious.***
The animal went somewhere.	*The **puppy squeezed under the bed.***

Guided Practice Replace each unclear and uninteresting word or phrase in parentheses with a precise word or phrase from the Word Bank.

Word Bank

blanketed
expert on hurricanes
clang
guest speaker
dusted
squeak

1. The old bicycle tires (make a noise) ______________________.

2. The snow (covered) ______________________ the ground.

3. We will ask the (person) ______________________ many questions.

Independent Practice Write three of your own sentences using precise words and phrases.

1. ____

____

2. ____

____

3. ____

____

Order of Adjectives

Guided Instruction When you use more than one **adjective** to describe something, think about the correct **order**.

Order of Adjectives								
Number	Opinion	Size	Age	Shape	Color	Origin	Material	Purpose
two	*nice*	*tiny*	*young*	*round*	*blue*	*American*	*paper*	*grocery (bag)*
many	*scary*	*big*	*old*	*square*	*green*	*Chinese*	*cotton*	*summer (jacket)*

- INCORRECT: *The restaurant serves **Indian delicious** food.*
  CORRECT: *The restaurant serves **delicious Indian** food.* (opinion, origin)
- INCORRECT: *Kylie left her **cool running new** shoes at home.*
  CORRECT: *Kylie left her **cool new running** shoes at home.* (opinion, age, purpose)

Guided Practice Complete each sentence with the correct order of adjectives.

1. Caleb bought ____________________ caps. (baseball, two)
2. We live near ____________________ farms. (huge, old, several)
3. Do you have any ____________________ frames? (picture, silver, square)

Independent Practice Write three of your own sentences. In each sentence, use at least two adjectives in the correct order.

1. ____
____
2. ____
____
3. ____
____

SPEAKING AND LISTENING

Discuss the Essential Question

How can I explain a topic in writing?

Think about the Essential Question by responding to the questions below. Support your point of view with facts and details from the article.

1. What topic did the writer explain?

2. What subtopics and facts did the writer include to develop the main topic?

Use your notes above to discuss the Essential Question in small groups or as a class. Follow agreed-upon rules of discussion. Use the organizer below to record what you heard and how you participated. Remember to identify reasons and evidence provided by different speakers in your discussion.

Ideas I Agree or Disagree With		**Questions I Asked**
Agree		
Disagree		
New Ideas I Had During Discussion		**Questions I Answered**

This paragraph has mistakes in prepositional phrases, the progressive forms of verbs, the use of precise words, and the order of adjectives. Write the paragraph correctly on the lines below.

> Mount St. Helens is a volcano in the state Washington. It erupted in 1980. An earthquake triggered the eruption. Tons of volcanic gray ash went into the air. Heat from the blast melted glaciers on the volcano. The eruption was so bad that the north side of the volcano slid into the valley. Forests burned down, and rivers flooded the surrounding land. Mount St. Helens is active today. Years from now, scientists still do research with it.

UNIT 4 REVIEW

Assignment: Write an informative/explanatory essay about a natural phenomenon that changes the earth.

On the lines below, write your final copy of the informative/explanatory essay draft you created on page 89. Be sure to tell what natural phenomenon you are examining and to develop your topic with subtopics and facts, definitions, and details. Use precise language, and include a conclusion that summarizes the information you present. See the Writing Handbook (pages 275–283) for ways to improve your writing as you revise.

Introducing UNIT 5

Think about the stories that you enjoy the most, and why you enjoy them. You probably like to read about interesting characters doing exciting things. In this unit, you'll read about brave people and their bold adventures. Authors work hard to tell those kinds of stories. How do they figure out the best way to tell their stories?

One thing authors do is to choose a structure for their stories. In this unit, you will read some traditional stories, but that's not all. You will see that poems, plays, letters, and journal entries can tell stories, too. Authors also create exciting stories by using their craft—their skill in making writing interesting. In this unit, you will learn how word choices, point of view, and figurative language can make a story fun to read and easy to remember.

Progress Check Can I?

Before Unit 5		After Unit 5
☐	Figure out what words and phrases in a text mean.	☐
☐	Explain the main differences between poetry, drama, and prose.	☐
☐	Refer to the features of poetry (such as verse and rhythm) or drama (such as dialogue and stage directions) when I write or talk about a text.	☐
☐	Compare and contrast the points of view in different stories.	☐
☐	Explain the difference between first-person and third-person points of view.	☐
☐	Understand similes and metaphors in a piece of writing.	☐

HOME ✦ CONNECT...

Stories sometimes include **words that come from characters in mythology**. Choose one of these words: *tantalize, echo, narcissistic,* or *herculean.* Locate the corresponding myth and read it with your child. Discuss how the meaning of the word is related to the myth.

Drama has **structural elements,** such as casts of characters, dialogue, and stage directions. With your child, write a short play about an experience you shared. Cast family members in the play and perform it together.

Stories are narrated, or told, from different points of view. A first-person narrator is a character in the story who tells the story using *I*. A third-person narrator is someone who is outside the story and tells the story using *he* or *she*. Choose a story that you and your child enjoy. Decide whether it is told by a first-person narrator or a third-person narrator. Then retell it from the other point of view. **Compare and contrast the points of view.**

Activity: With your child, conduct a Web search for the painting *Washington Crossing the Delaware*. Take turns telling a story about what you think is happening in the painting. Then, read about the brave, bold event that the painting portrays. Discuss what you might include if you wrote a first-person account, a third-person account, a poem, or a play about the event shown in the painting.

IN THIS UNIT, YOUR CHILD WILL...

- Understand the meanings of words and phrases that come from mythology.
- Identify the differences between poems, plays, and prose.
- Learn about structural features of plays, such as casts of characters, dialogue, and stage directions.
- Compare and contrast the points of view from which different stories are narrated.
- Explain the meanings of similes and metaphors in a particular context.
- Compare and contrast four texts on the same theme: a realistic fiction story, an historical drama, an historical fiction story, and a series of journal entries.

WAYS TO HELP YOUR CHILD

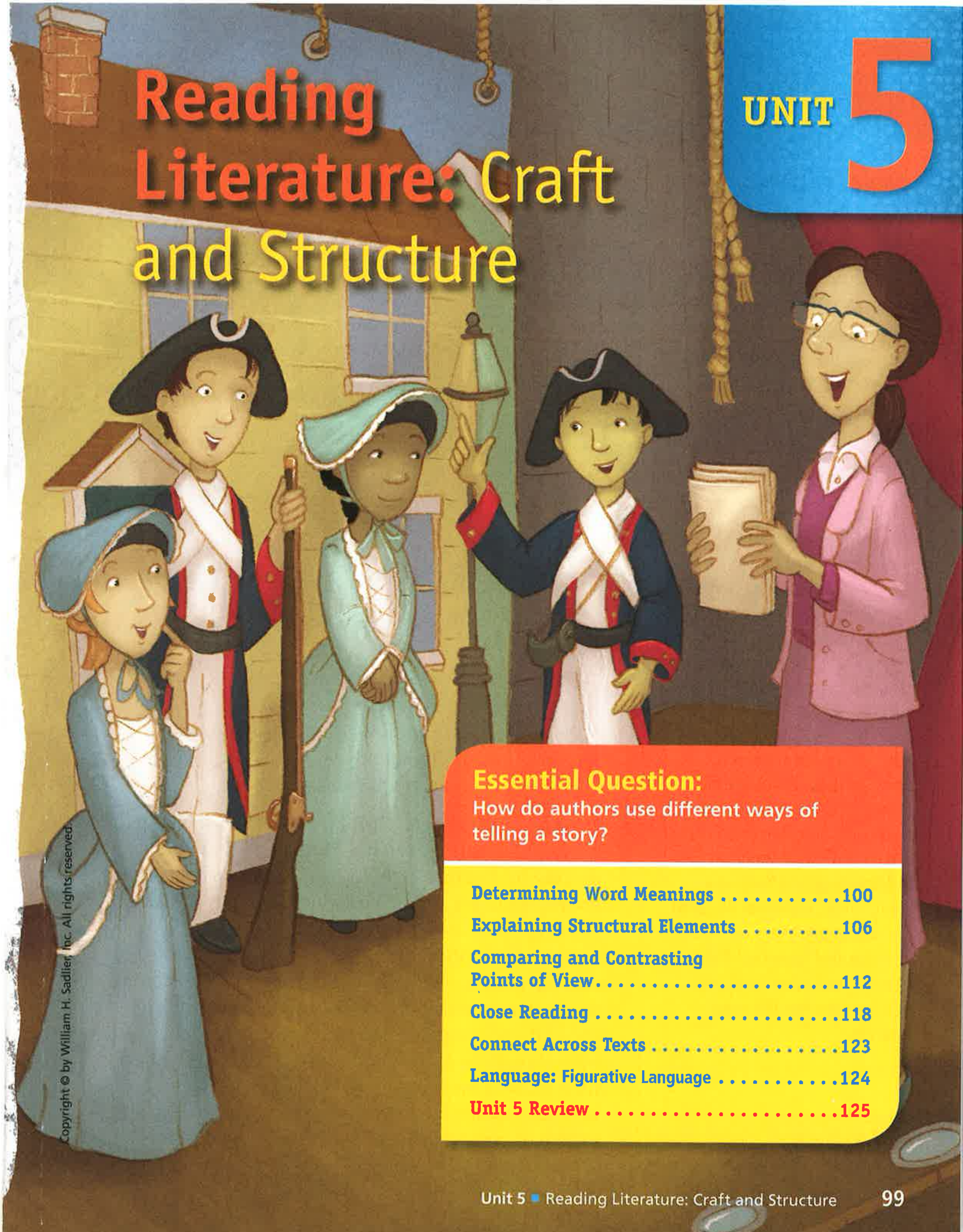
Help your child develop thinking and speaking skills by asking him or her to tell stories about real-life events or to retell stories from a book, TV show, or movie. Ask questions that encourage your child to include details and to think about the perspective of those who are involved in the event or story.

ONLINE

For more Home Connect activities, continue online at sadlierconnect.com

UNIT 5

Reading Literature: Craft and Structure



Essential Question:
How do authors use different ways of telling a story?

Determining Word Meanings 100
Explaining Structural Elements 106
Comparing and Contrasting Points of View. 112
Close Reading 118
Connect Across Texts 123
Language: Figurative Language 124
Unit 5 Review 125

DETERMINING WORD MEANINGS

Guided Instruction

WORDS TO KNOW

prospect

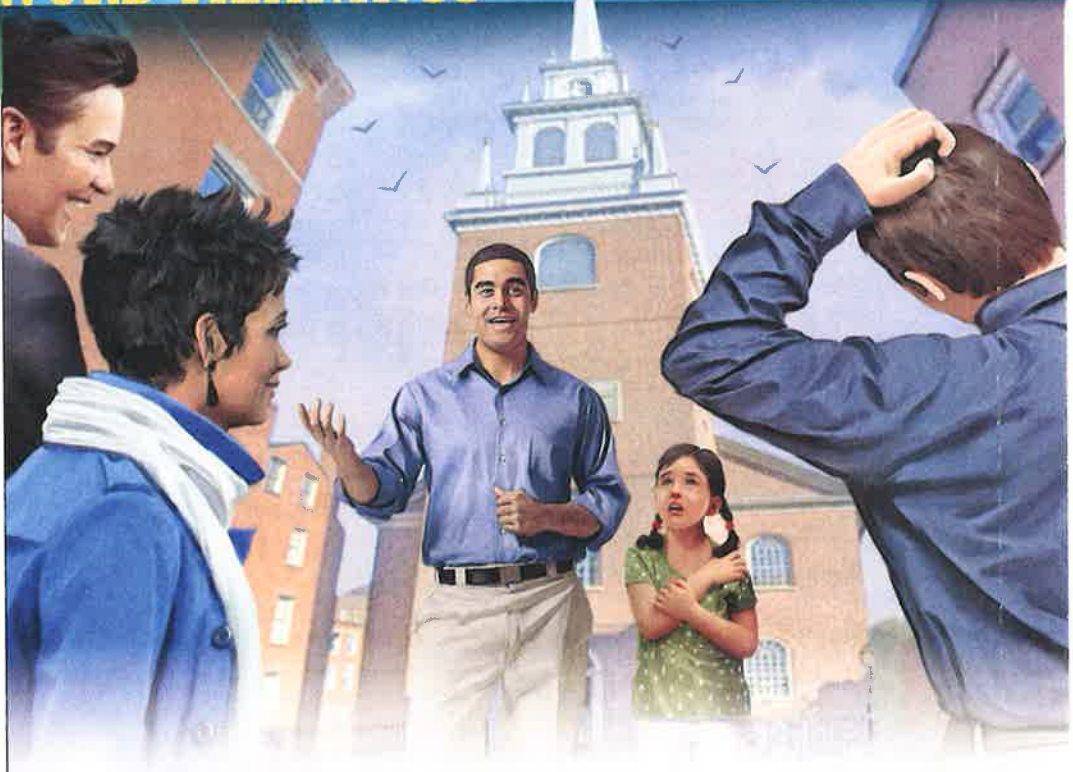
sonorous

You can sometimes figure out the **meaning of a word** by looking at surrounding words or recognizing that a word comes from mythology.

CITE EVIDENCE

A Sometimes you can **determine a word's meaning** from a nearby synonym, or word with a similar meaning. Circle two synonyms in the third sentence of paragraph 2 that give you a clue to the meaning of *sonorous*.

B Many words refer to **mythology**. *Jovian* means "like Jove." Jove, or Jupiter, was a Roman god. The planet named after him was thought to influence people to have a jolly mood. Underline the word in paragraph 2 that comes from the myth of Jove. Look for a nearby word that helps you figure out what the word means.



Paul Revere's Real Ride

(Genre: Realistic Fiction)

1 *Listen, my children, and you shall hear*
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-Five:
Hardly a man is now alive
Who remembers that famous day and year…

2 "Shhh, Uncle Diego!" I pleaded. We were standing in front of Old North Church in Boston, with many people passing by. But my uncle's rich, **sonorous** voice went booming out for all to hear as he recited his favorite poem by heart. As he quoted verses from Longfellow's "The Midnight Ride of Paul Revere" in a loud voice, he was not the least bit embarrassed. But I was. Everyone was watching him. Some people were even smiling. I didn't think it was because he was jovial and energetic—even though he is. I was sure they thought he was a little crazy. A lot of people know the poem—my class had just studied it last month, in fact—but who recites poetry on a public street? My uncle, that's who!

3 But Uncle Diego isn't crazy at all. He is a historian—and a poet. Anything to do with Boston history fascinates him. Finding ways to link poetry and history is one of his favorite pastimes. And now he was taking me on an historical tour to uncover the truth about Paul Revere's famous ride at the start of the American Revolution.

4 The poem tells the dramatic story of how Paul Revere rode out of Boston on the night of April 18, 1775. His mission was to warn the Patriots that the British were coming to attack them. The verses describe Revere racing on horseback to Lexington at midnight. Once there, Revere would warn Samuel Adams and John Hancock, two of the Revolutionary leaders, about what was happening.

5 But according to Uncle Diego, some of the facts do not match what the poem describes. I was tantalized by the **prospect** of separating fact from fantasy in Longfellow's poem. My uncle promised to reveal the differences between the poem and historical reality as we followed the route the hero traveled on that famous night in April 1775.

6 The first stop on our odyssey was where it all began: Old North Church.

7 *He said to his friend, "If the British march*
By land or sea from the town to-night,
Hang a lantern aloft in the belfry-arch
Of the North-Church-tower, as a signal-light,—
One if by land, and two if by sea;
And I on the opposite shore will be..."

Comprehension Check

The Greek hero Odysseus took a long voyage on which he had many adventures. A word that means "a long trip" comes from his name. Underline that word in paragraph 6. Why is it a more effective word to use than *trip* or *journey*?

Guided Instruction

CITE EVIDENCE

C Try to figure out new words by looking at their **context**—the words and sentences around them. Underline context clues that tell you what the word *mission* in paragraph 4 means.

D In Greek mythology, Tantalus was punished by having something he wanted placed just out of his reach. Circle the word in paragraph 5 that comes from his name. What do you think the word means?

DETERMINING WORD MEANINGS

Guided Practice

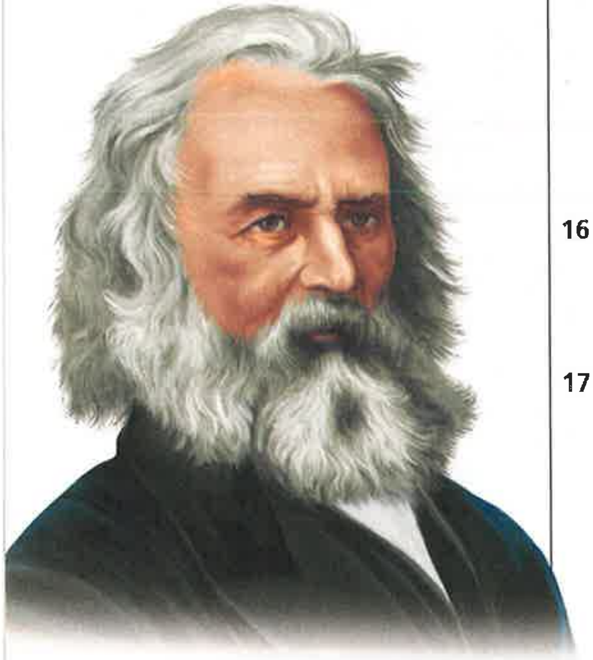
WORDS TO KNOW

audibly
motivate
rousing

CITE EVIDENCE

A In mythology, the Titans were giant gods. Underline the name of the person whom Uncle Diego calls a *titan*. Discuss why you think he chose that word.

B Circle some nearby words or phrases that provide clues for the meaning of the word *accurate* in paragraph 18. How would you define the word?



Paul Revere's Real Ride *continued*

8 I didn't at all mind the history lesson. I thought it was all very interesting. But having to be seen with my uncle quoting rhyming verses quite **audibly**, to no one in particular, made me want to disappear. If it went on much longer, I was going to panic.

9 "Relax, Roanna," Uncle Diego said, grinning like my embarrassment was a slam-dunk delight, "for this is an adventure you won't forget!"

10 That was for sure.

11 "Henry Wadsworth Longfellow, who wrote this famous poem, was a titan among poets," Uncle Diego informed me. "He knew exactly what he was doing when he wrote this fine poem."

12 "What do you mean?" I asked.

13 "Well, did you know that Paul Revere arranged in advance for those warning lights to be put in the church tower? He planned it all out a couple of days beforehand."

14 "Longfellow sure got that wrong," I noted.

15 Uncle Diego continued, "And those signal lights were not for Revere, who already knew, of course. The lights were for alerting other Patriots in the area that the British were approaching by boats rather than over land."

16 "Wow, this is not how the poem tells it," I replied. I figured that if I could keep him talking, he wouldn't be able to start hollering more poetry.

17 "That's true. And you know what else doesn't match the facts? Revere wasn't the only one to ride into the New England countryside that night. At least two other men, and maybe several dozen, rode all the way to Lexington. Come on, Roanna; that's our next stop!"

18 "I wonder why Longfellow didn't try to be accurate?" I said as we neared Lexington. "Wouldn't he want to get the facts straight?"

19 "Longfellow always had the Midas touch when it came to writing poems that were popular with the public," Uncle Diego said. "He wanted to write a strong narrative, and I suppose he decided that a poem about the actions of one larger-than-life hero would make a better tale. But even more than that, Longfellow was against slavery, and the Civil War had just started when he wrote this poem. I guess he hoped a **rousing** poem about a northern Patriot would **motivate** people to fight against the South."

Comprehension Check

1. Pan was a Greek god who liked to terrify travelers. What does the word *panic* in paragraph 8 most likely mean?

a. become fearful

b. become angry

c. laugh out loud

d. pick a fight

2. Which of these is a fact that Longfellow changed in his poem?

a. The British marched over land.

b. At least three men rode to Lexington.

c. Three Patriot leaders were waiting in Lexington.

d. Longfellow had the Midas touch.

3. In Greek mythology, King Midas could turn anything to gold just by touching it. What do you think the phrase *the Midas touch* might mean in this part of the story?

Independent Practice

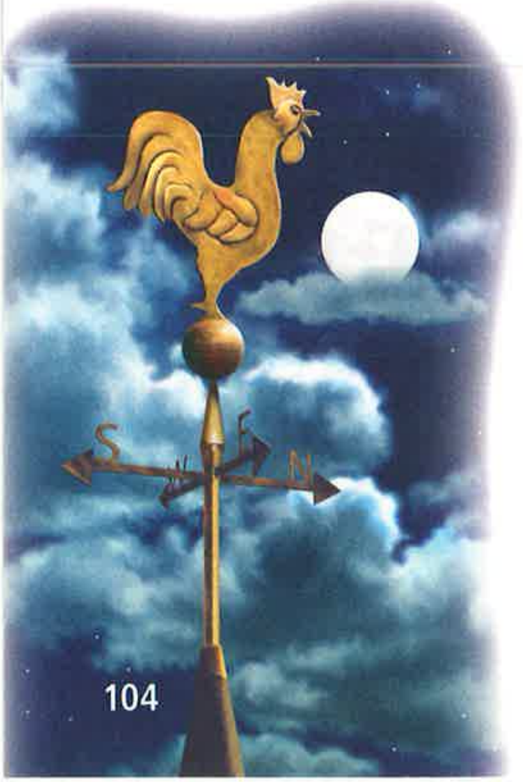
WORDS TO KNOW

chided
defiance
elude
glare

CITE EVIDENCE

A Underline the word in paragraph 22 that comes from the name *Hercules*, a hero with superhuman strength in Greek mythology. What synonyms could replace that word in the sentence?

B Circle the word *mortified* in paragraph 25. Underline a clue that tells you what the word means. Think of a sentence that explains the meaning of *mortified*.



Paul Revere's Real Ride *continued*

20 "So, he changed the facts to make a more dramatic and inspiring story?" I asked.

21 "Now you're getting it!" Diego exclaimed, beaming proudly at me. We parked in Lexington and walked to the Hancock-Clark House, where Revere had gone that night.

22 Uncle Diego continued the history lesson. "It was no small job for Revere to **elude** the British. That was a truly Herculean task."

23 I was relaxing into the tale of how Paul Revere managed to warn Adams and Hancock, and how Patriots had gathered in this very town, when Uncle Diego started up again.

24 *It was one by the village clock,*
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral ***glare*****—**

25 "Uncle Diego!" I **chided** him, shaking my head to show that I disapproved of his behavior. Uncle Diego was clearly unaware of how mortified I was. I just knew that everyone was staring at us. Didn't he care that he was embarrassing me?

26 *It was two by the village clock,*
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze.

27 When he finished the stanza, he said, "Did you know Revere didn't actually reach Concord? The British captured him. But a long, wild ride for the sake of freedom makes a much better story, don't you agree?"

Independent Practice

28 I thought about it. For some reason, the image of Paul Revere as a symbol of freedom who was bigger than any war—Revolutionary, Civil, or whatever—was kind of exhilarating. I was so inspired that I didn't feel a bit embarrassed as Uncle Diego finished the poem in his deep voice:

29 *So through the night rode Paul Revere;*
And so through the night went his cry of alarm
To every Middlesex village and farm,—
A cry of ***defiance****, and not of fear,*
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!

30 Few people could recite that final stanza with as much enthusiasm and flair as Uncle Diego. Even Longfellow himself would have applauded.

Comprehension Check

MORE ONLINE **sadlierconnect.com**

1. Which words in paragraph 25 provide clues to the meaning of *chided*?
   - **a.** everyone was staring
   - **b.** disapproved of his behavior
   - **c.** clearly unaware
   - **d.** embarrassing me

2. What word in the final stanza of Longfellow's poem comes from the name of a character in mythology who repeated every sound?
   - **a.** defiance
   - **b.** Herculean
   - **c.** echo
   - **d.** nemesis

3. Explain how you can use surrounding words to figure out the meaning of *exhilarating* in paragraph 28.

EXPLAINING STRUCTURAL ELEMENTS

Guided Instruction

WORDS TO KNOW

cautious
fiery
rash
revolution

There are differences between poems, **drama** (plays), and prose.

CITE EVIDENCE

A Poetry is written in verse form. Its language creates meter, rhythm, and rhyme. Prose is written in paragraphs. A **drama** is written as words that characters speak. Put a box around the names of the characters who speak on pages 106–107.

B A drama usually tells the **setting**—the time and place—in which the events happen. Underline the sentence that tells you the setting of this drama. Could the author have set these events in any other place and time? Explain.

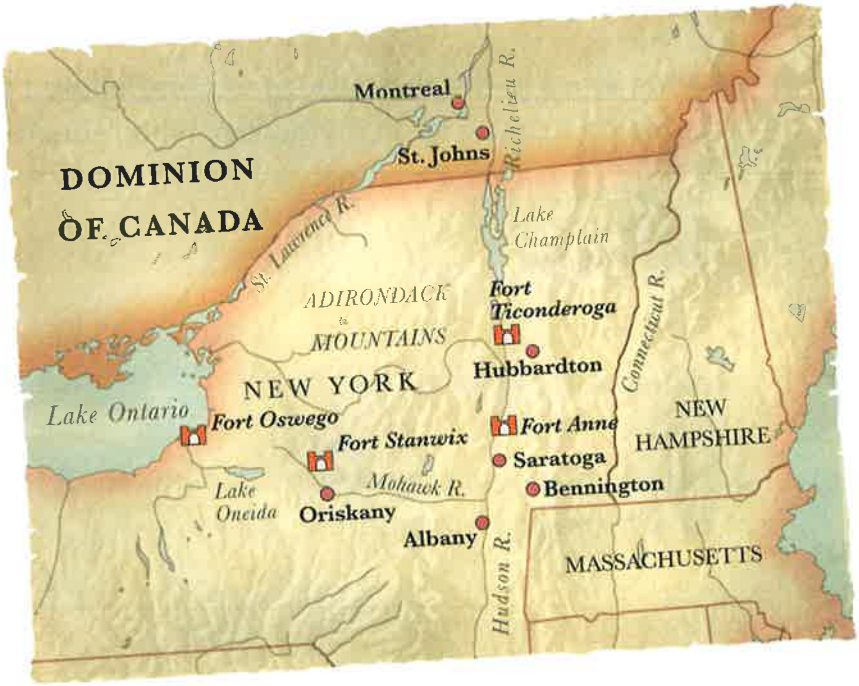
The Hero of Saratoga

(Genre: Historical Drama)

GUIDE 1: Welcome, everyone, to the Time Machine of the Imagination! Today our remarkable machine is taking us back more than two hundred years. Join us, your guides, as we land in New York's Hudson River Valley on Friday, September 19, 1777. It is two and a half years into the American **Revolution**. Now, let us imagine that day. . . .

GUIDE 2: We're in the region of Saratoga, New York, a place of great historical importance. On the American side, Major General Horatio Gates is the commanding officer. At ten o'clock on this day, the British fire a cannon some distance from Gates's headquarters. The signal is clear: British troops have begun marching toward Gates's forces.

GUIDE 1: The British commander is Lieutenant General John Burgoyne, known as "Gentleman Johnny." His troops are advancing in three separate columns. But little does Burgoyne know who lies in wait for them.


Montreal
St. Johns
Richelieu R.
DOMINION OF CANADA
St. Lawrence R.
Lake Champlain
ADIRONDACK MOUNTAINS
Fort Ticonderoga
Hubbardton
Connecticut R.
NEW YORK
Lake Ontario
Fort Oswego
Fort Stanwix
Fort Anne
Saratoga
Bennington
NEW HAMPSHIRE
Lake Oneida
Mohawk R.
Oriskany
Albany
Hudson R.
MASSACHUSETTS

GUIDE 2: That's right! It is the Americans' left-wing field commander—the **fiery** Major General Benedict Arnold from Connecticut.

5 **GUIDE 1:** Benedict Arnold is a name to be remembered! Compared to other commanders, this general blazes like wildfire on the battlefield.

GUIDE 2: So true! Arnold is not one to sit back and wait for things to happen. This man wants to take action!

GUIDE 1: But Gates, his commander, is far more **cautious**. Let's just say they mix as well as oil and water do. So it's not surprising that these two can never agree on their battle plans! Even now they are arguing. Let's peek in and see!

BENEDICT ARNOLD (*bursting into the room*): General Gates, what are we waiting for? I beg you, let me advance! Why sit here doing nothing?

HORATIO GATES: Your impatience is not helpful, Arnold. We must not do anything **rash**.

10 **ARNOLD:** Rash? It is common sense! For two hours now, the British have been marching toward us. Meanwhile, we sit here, waiting. We must attack!

GATES (*angrily*): For two hours now, you have pestered me to agree. It is unwise, I say!

ARNOLD (*to the audience*): This man is an idiot! Only a complete fool would listen to him!

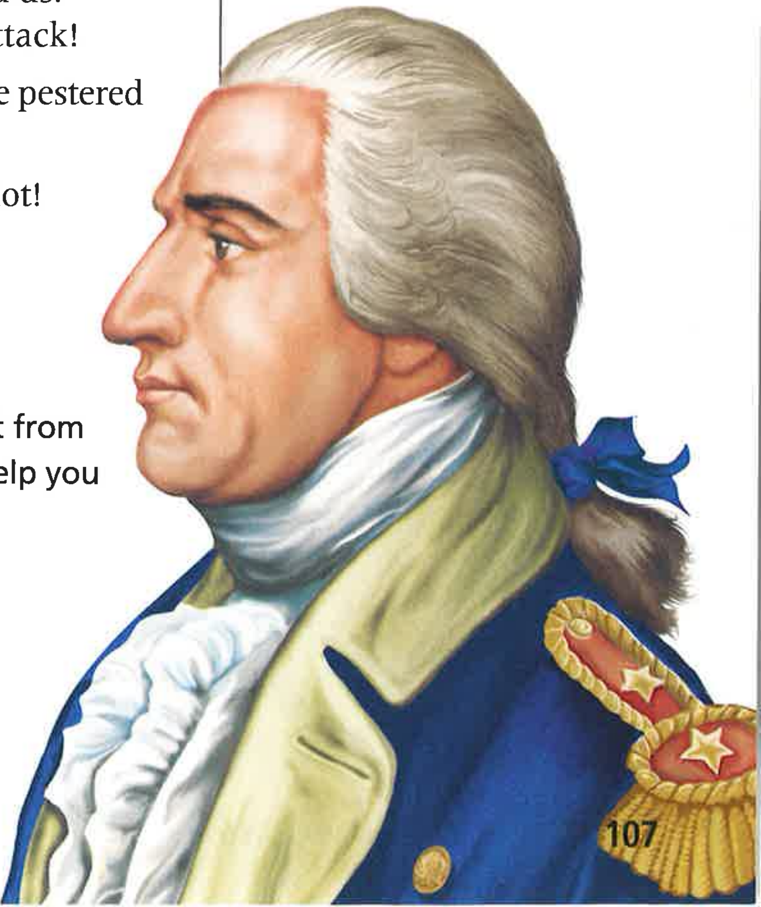
Comprehension Check

What are two ways in which drama is different from poetry and prose? How do these differences help you understand the story so far?

CITE EVIDENCE

C Drama scripts frequently give **stage directions**. These are instructions about how actors should move, look, and sound. Circle each stage direction for the actor playing Benedict Arnold.

D Unlike most poems and prose works, dramas use **dialogue**—the characters' words—to show events. Place a star next to an event described in Arnold's dialogue. What do you learn about the event from the dialogue on this page?



EXPLAINING STRUCTURAL ELEMENTS

Guided Practice

WORDS TO KNOW

foolhardy
fortification
venturing

CITE EVIDENCE

A Which character's words name a new setting on this page? Underline the dialogue that gives this information.

B Circle the stage directions on this page. Explain what these stage directions do.

C Put a box around the names of characters who speak on this page. What do you learn from the characters who are *not* Arnold or Gates?

The Hero of Saratoga *continued*

ARNOLD (*pacing the floor*): Sir, Burgoyne has split his forces, and they are weaker for it. Plus, our men know these woods well. All in all, we have the advantage—if only we would use it!

GATES (*turning away*): You tire me, Arnold.

ARNOLD: Rush them now and we can stop Gentleman Johnny's troops in their tracks, I tell you!

GATES: We are safer fighting from here, behind our **fortifications. Venturing** out is risky.

ARNOLD: We *must* risk—for victory's sake, Gates!

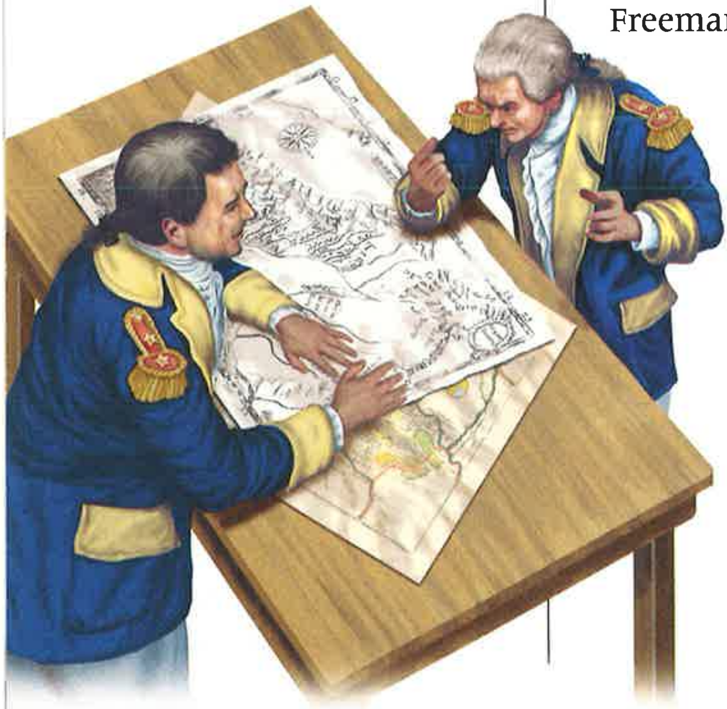
GATES: I doubt our American troops can stand for long against the British military in an open-field battle. I've been on that side, if you remember. Britain's Royal Army is the best.

ARNOLD: I'll prove you wrong, General!

GATES (*frustrated*): All right, then: Advance to meet them. But I think it **foolhardy**.

GUIDE 2: Gates finally gives in. Benedict Arnold and his men charge out to meet Burgoyne's troops.

GUIDE 1: The two sides clash in a broad field called Freeman's Farm.



GUIDE 2: One American captain later recalled how Arnold led his men into battle. He said that Arnold's eyes were flashing and his sword was drawn as he shouted commands.

GUIDE 1: Arnold's confidence was so great that his troops would have followed him into the hardest battle!

GUIDE 2: True! The captain reported that Arnold electrified his troops with his courage and daring.

GUIDE 1: The fearless Benedict Arnold!

GUIDE 2: By nightfall, neither side has won, but the British are outnumbered. They suffer heavy losses.

GUIDE 1: The Americans might have been destroyed in that battle. They are saved by Benedict Arnold's bold actions.

GUIDE 2: The British are too weak to keep fighting.

GUIDE 1: Three weeks will pass before Burgoyne's troops battle the Patriots again.

GUIDE 2: Let's fast-forward and see how it ends!

Comprehension Check

1. Which element of this drama tells you how the battle ends?

- **a.** Arnold's dialogue
- **b.** Gates's dialogue
- **c.** Guide 2's dialogue
- **d.** the stage directions

2. What does the setting in this drama explain?

- **a.** the way the stage should be set up
- **b.** where and when the story happens
- **c.** the actions characters perform while speaking
- **d.** whether the drama will tell a happy or sad story

3. Read these two pages aloud with your partner, each of you taking two parts. From the dialogue, which character do you think is most important? Why?

Independent Practice

WORDS TO KNOW

injustice
promoted
snubbed

CITE EVIDENCE

A What two different settings are mentioned in this part of the drama? Circle each one.

B Underline the event that ends Arnold's involvement in this battle. Then think about how the story of the Battles of Saratoga would be different if the author had written in prose. How would the story's features change? What might stay the same?

The Hero of Saratoga *continued*

GUIDE 1: Things have gone from bad to worse between Arnold and Gates since that first Saratoga battle.

ARNOLD (*turning to the audience*): Very bad, indeed! Gates has made no mention of me in any of his reports. He makes my blood boil!

GUIDE 2: And yet there would have been nothing good for Gates to report if it hadn't been for Arnold.

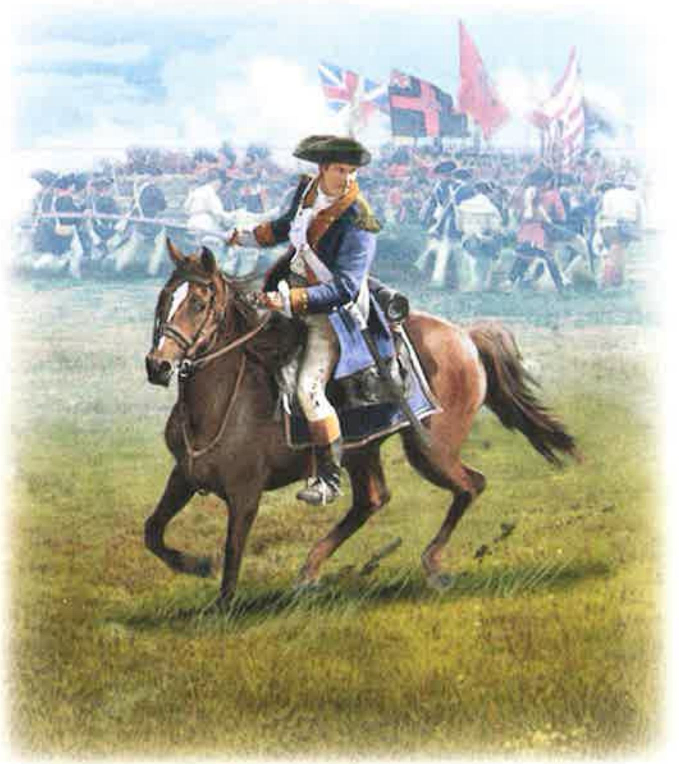
GUIDE 1: Arnold is also upset over another **injustice**. Congress **promoted** several junior officers above him. He was **snubbed**, and he is angry about it.

GUIDE 2: Now, on October 7, Gates has taken command of Arnold's left wing. Arnold remains at the camp, with nothing to do. It makes him furious!

GUIDE 1: This fateful day, the Americans clash again with Burgoyne's troops near Freeman's Farm. Benedict Arnold is buzzing like a hornet.

ARNOLD: Send me in, Gates! Let me ride to the front and see what's going on.

GATES (*walking away*): I cannot trust you out there.



GUIDE 2: Arnold is burning with frustration. He believes that Gates should strike harder against the Brits.

GUIDE 1: Unable to stand it, Arnold finally disobeys his senior officer.

ARNOLD: Could I stand by while that fool let victory slip away? Never! I raced into battle on my horse, and no one could catch me! The men cheered to see me!

GUIDE 2: The battle is bloody, but Arnold fights fiercely.

GUIDE 1: Then trouble strikes! Arnold's horse is shot and killed, and Arnold's leg is badly injured.

GUIDE 2: Arnold begins a long recovery. Never again does he fight alongside the Patriots.

GUIDE 1: Ten days after that second battle, Burgoyne surrenders.

GUIDE 2: Arnold gets no credit this time, either. But that conflict marks a turning point in the Revolution. It proves that the Americans can win.

GUIDE 1: The victory persuades the French to join the Patriots. Brighter days will lie ahead for the American freedom fighters.

GUIDE 2: Benedict Arnold's future, however, will hold darker days. But that's another story....

GUIDE 1: ...that you can explore another time with the Time Machine of the Imagination!

Comprehension Check

MORE ONLINE **sadlierconnect.com**

1. Most of the dialogue on page 110 describes the actions of which character?

- **a.** Horatio Gates
- **b.** Guide 1
- **c.** "Gentleman Johnny" Burgoyne
- **d.** Benedict Arnold

2. The stage directions on page 110 tell how the actors should

- **a.** move.
- **b.** speak.
- **c.** dress.
- **d.** think.

3. Name two things you would do to turn this drama into a poem.

____

____

COMPARING/CONTRASTING POINTS OF VIEW

Guided Instruction

WORDS TO KNOW

hardship
sleigh

Point of view refers to who tells a story: a character in the story, or an outside narrator.

CITE EVIDENCE

A Many stories have a **third-person point of view**, which means that the narrator is not a character in the story. Box the names of two characters whom this narrator tells you about.

B Except for dialogue, a third-person narrator does not use pronouns such as *I*, *me*, or *my*. In paragraph 3, circle three pronouns that help you know that this story has a third-person point of view. What do you learn about the characters?

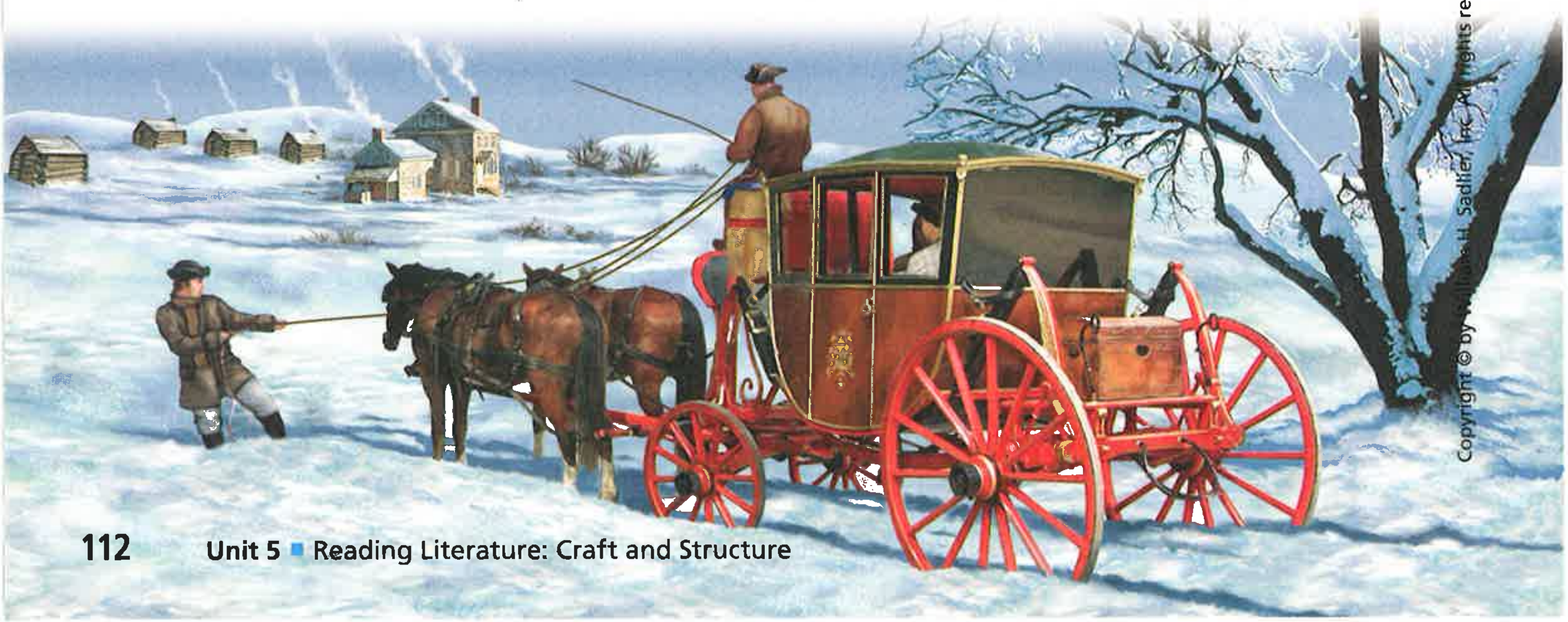
Bringing Hope to the Valley

(Genre: Historical Fiction)

1 "I'm sorry, ma'am," the farmer said. He shook his head. "The weather's too bad. Your carriages will never get to Valley Forge."

2 Polly watched as her aunt, Martha Washington, stepped out of her carriage to look. Polly peered out to see, too. Past the village, the deep snow was a blanket over the road. Even the trees on either side were buried in white snow up to their lowest branches. The carriages would never make it. "You're right. They won't," Martha said. She wasn't giving up. Instead, she looked determined. "We need a **sleigh**."

3 In a few hours, Polly, Martha, and her party of servants, as well as all of the food, clothing, cloth, and medicine they had been able to bring from Mount Vernon, were crowded into a hired sleigh that took them smoothly over the deep snow. Martha smiled at Polly in satisfaction as she explained that she would not be kept away from Valley Forge. Although many women joined their husbands in the army camps, Martha had a special job. It was not just her husband who needed her, but his soldiers as well.



CRAFT AND STRUCTURE

4 Polly had faced hard times herself since the American Revolution had begun. But she knew that the Valley Forge camp was facing terrible **hardships**, worse than anything she had yet experienced. As the sleigh sped over the snow, she took out the letter her aunt had received from one of the soldiers. She read it again, holding it tightly in her gloved hand to keep it from blowing away.

5 *Dear Ma'am,*

You were so kind to me when I was injured in the camp last winter. I know you care about the soldiers. I must tell you that things are very bad here in Valley Forge. We live in crowded huts with hardly anything to eat. We have no shoes and only thin blankets, and it is very cold. Commander Washington says that Congress is ignoring us, but I know you won't. Please do what you can, ma'am. If you cannot bring us food, clothes, or medicine, at least please bring us some hope.

Your servant, Robert Finney

Comprehension Check

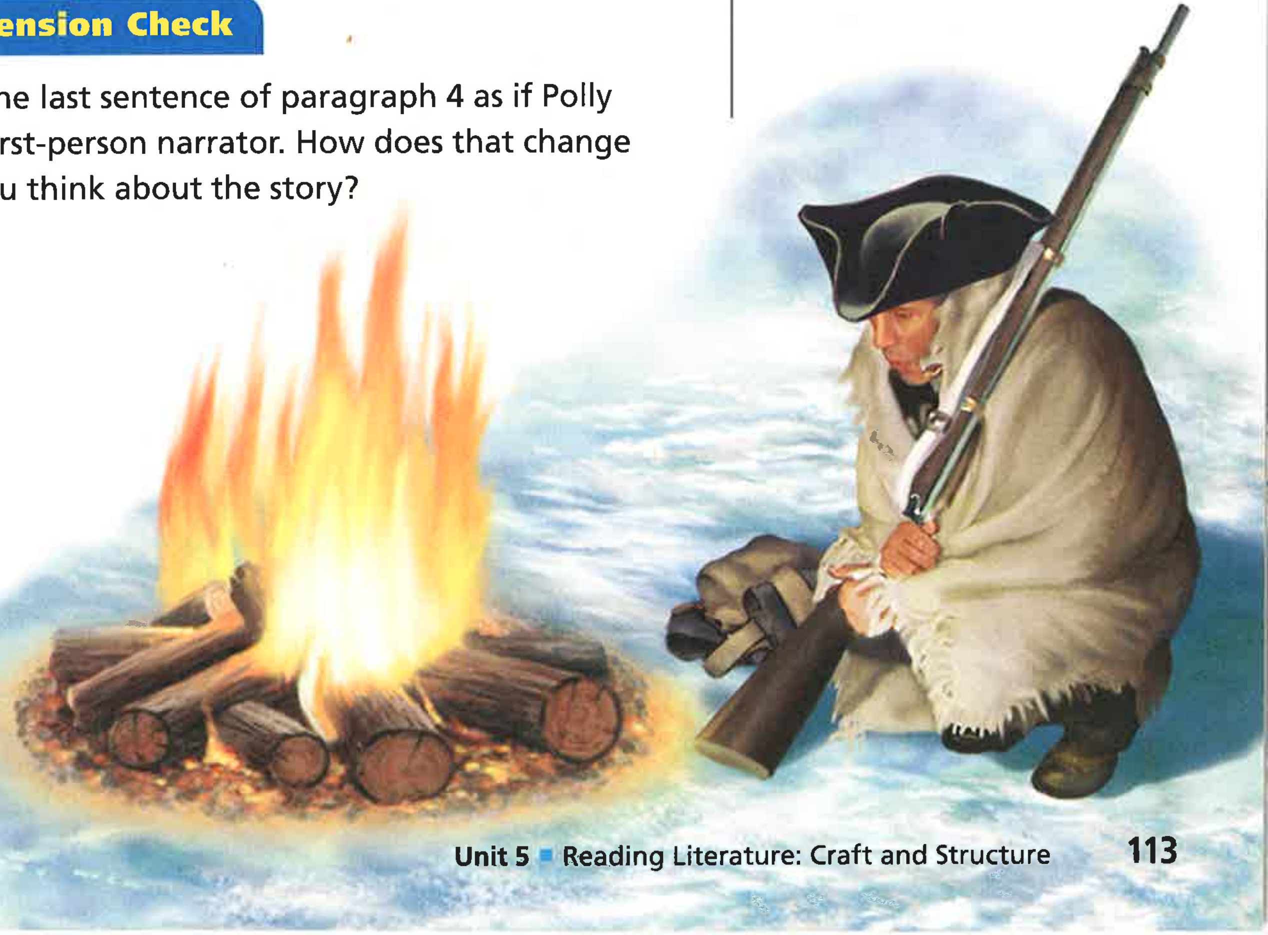
Rephrase the last sentence of paragraph 4 as if Polly were the first-person narrator. How does that change the way you think about the story?

Guided Instruction

CITE EVIDENCE

C In a story with a **first-person point of view,** the narrator is part of the story. A first-person narrator uses pronouns such as *I*, *me*, *my*, *we*, *us*, and *our*. Paragraph 5 has a first-person point of view. Circle three pronouns that help you know this.

D A first-person point of view is often a good way to show a character's feelings. Underline the name of the character who wrote the letter. How would you describe his feelings?



COMPARING/CONTRASTING POINTS OF VIEW

Guided Practice

WORDS TO KNOW

frostbite
limb
misery

CITE EVIDENCE

A Underline the sentences in paragraph 6 that show Polly's view about the camp.

B Circle the sentences on this page that have a first-person point of view. How are those sentences different from the narration of the rest of the story?

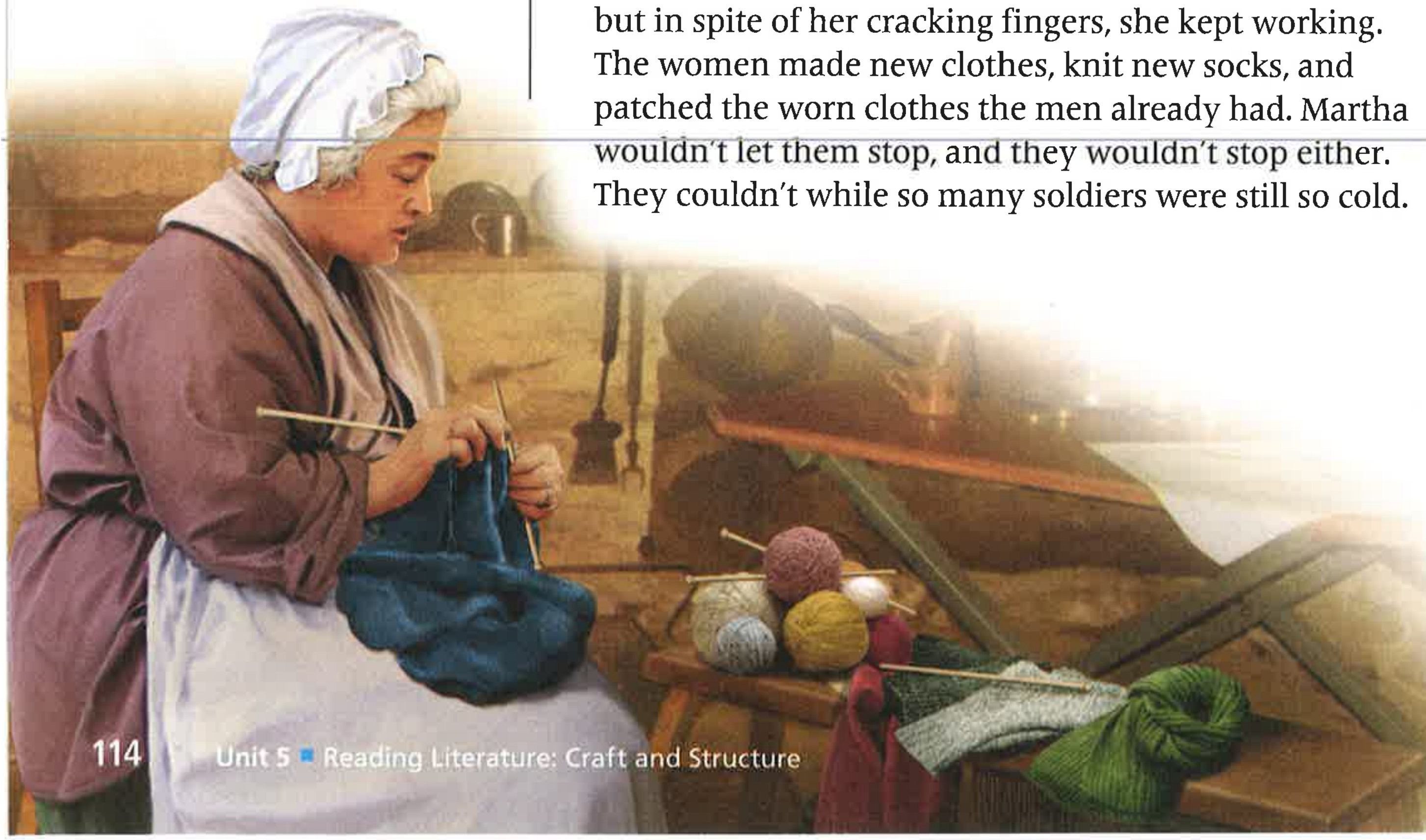
Bringing Hope to the Valley *continued*

6 When the sleigh pulled into the camp, Polly felt a little scared at first. Then she quickly became horrified and angry. The men were like an army of skeletons wrapped in ragged clothes. Some had legs and feet black with **frostbite**. These men had been asked to free the American people from the British. The new Congress was ignoring their needs. And yet, at the sight of the sleigh, they were smiling, cheering, and even calling out, "God bless Lady Washington!"

7 Uncle George, too, came out to meet them. Polly smiled as her aunt gave him a quick hug. Then, she jumped out of the sleigh herself as Aunt Martha started giving orders.

8 "Unload the sleigh! Take the food and medicine to the central camp offices. Bring the cloth to me. Send me women who know how to sew and knit." Aunt Martha's voice was firm. The women in the camp, who looked cold and frightened, quickly came to her call.

9 Polly, Martha, and women from the camp kept sewing and knitting almost all day. The winter light was dim, and it was cold even inside. Polly's hands were freezing, but in spite of her cracking fingers, she kept working. The women made new clothes, knit new socks, and patched the worn clothes the men already had. Martha wouldn't let them stop, and they wouldn't stop either. They couldn't while so many soldiers were still so cold.



10 The cold was only part of the soldiers' **misery**. When Polly visited the hospitals, she saw men crying out in pain as frozen **limbs** had to be removed. Others were sick; still others were dying. It was hard to look at what they were experiencing, but she had to face it. She followed her aunt's example and tried to help as much as possible with medicines, comfort, and kind words.

Comprehension Check

1. Which of the following sentences has a first-person point of view?

a. The men were like an army of skeletons wrapped in ragged clothes.
b. Uncle George, too, came out to meet them.
c. Send me women who know how to sew and knit.
d. It was hard to look at what they were experiencing, but she had to face it.

2. In the soldiers' point of view, Martha Washington is

a. an intruder.
b. a great person.
c. someone who needs to be protected.
d. someone who should lead the army.

3. Think about how Polly and Martha Washington react to the soldiers at first. How would you describe the difference between their points of view?

COMPARING/CONTRASTING POINTS OF VIEW

Independent Practice

WORDS TO KNOW

drill
exhausted
morale

CITE EVIDENCE

A In paragraph 11, circle three pronouns that help you know the point of view. Is it a first-person point of view, or a third-person point of view?

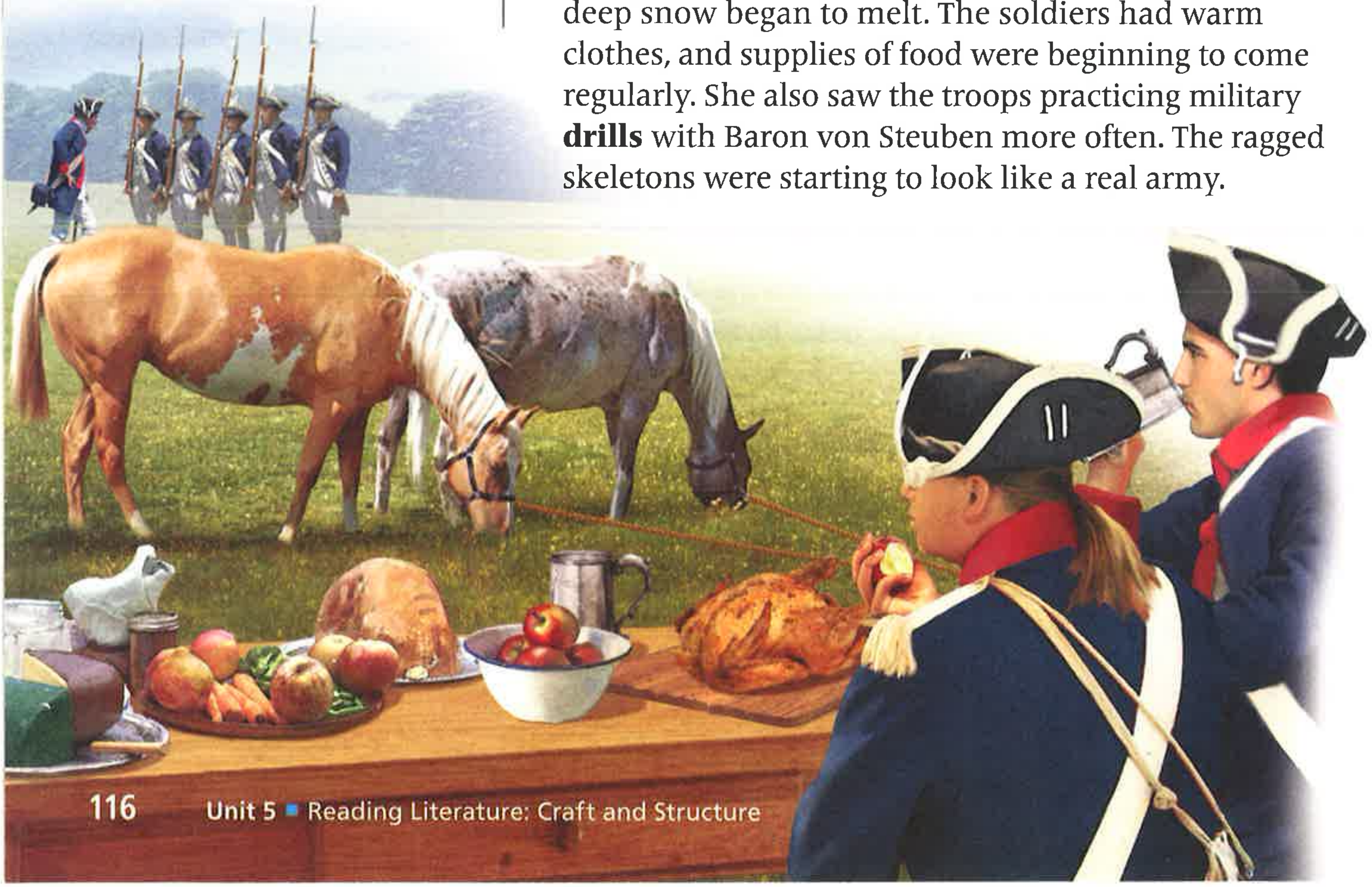
B Put a star by the paragraph that shows a change in Polly's way of thinking. How would you describe that change?

Bringing Hope to the Valley *continued*

11 Polly was **exhausted** by the time night fell each day. But her aunt explained that their job wasn't over yet. They had to help improve the army's **morale**—to cheer up the men. Aunt Martha set up meals for the officers to eat together. Even if there wasn't much food, there was at least company. She held concerts to take the soldiers' minds off their cold and hungry bodies. They held parties and once even put on a play. Polly also helped her aunt when she met with important guests.

12 Polly tried to copy her aunt's cheerful mood. Whenever she thought about her own problems, she remembered what the soldiers had suffered. At times it was not easy. For example, Polly's own clothes became ragged, and she had no pins to fix them. "This is awful!" she wailed to her aunt. To Polly's surprise, Aunt Martha took a large thorn from the table and held it out to her. "Use these instead of pins," she explained.

13 As spring came closer, Polly saw that life in the camp was getting better. It was easier to be cheerful now. The deep snow began to melt. The soldiers had warm clothes, and supplies of food were beginning to come regularly. She also saw the troops practicing military **drills** with Baron von Steuben more often. The ragged skeletons were starting to look like a real army.



Independent Practice

14 On the day they left to return to Mount Vernon, there was a letter waiting for Aunt Martha. She asked Polly to read it aloud.

15 *Dear Lady Washington,*

Last Thanksgiving, when all we had was a scoop of rice, I wasn't sure we would last the winter or ever be able to fight the British. Three people changed all that. Your great husband and Baron von Steuben taught us to be a real army. But you helped us survive to become one, and you brought us hope again. Thank you.

Your servant, Robert Finney

Comprehension Check

MORE ONLINE **sadlierconnect.com**

1. What is the point of view in paragraph 12?

a. first person

b. third person

c. both first person and third person

d. neither first person nor third person

2. Which word in paragraph 15 shows that the paragraph has a first-person point of view?

a. Lady Washington

b. us

c. you

d. your

3. Most parts of "Bringing Hope to the Valley" are told by an outside narrator. A few parts are told by a character in the story. How do the different points of view help you understand this story?

____

____

____

James Armistead:
Spying for the Revolution
(Genre: Journal Entries)

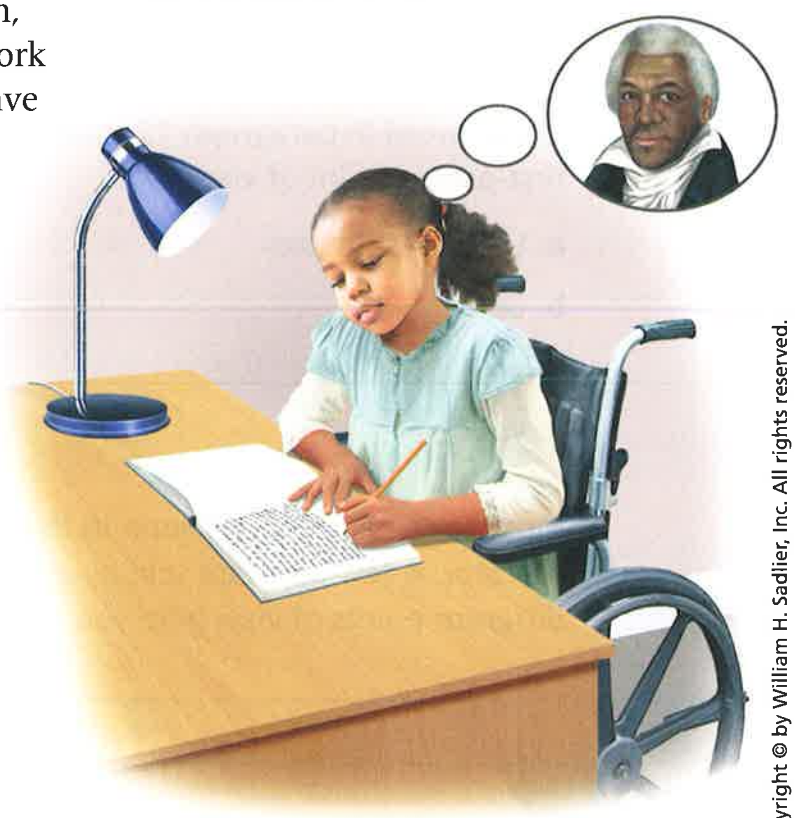
Journal Entry 1

1 Last year, in third grade, we studied our family trees. I found out that an ancestor of mine was a famous spy! No, I'm not a descendant of James Bond. But my ancestor is just as cool as Bond—cooler, actually, because he was a real person who had a great effect on American history.

2 My ancestor, James Armistead, is a hero of the American Revolution. But hardly anyone has ever heard of him, and that's ridiculous! Without his work as a spy, we Americans might not have won the Revolutionary War. There might not even be a United States as we know it today. I want to tell everyone about my ancestor. He should be a hero to all Americans!

3 James Armistead spied for the Americans while pretending to spy for the British. He was a double agent! He must have been very clever to find the information he needed, and very brave to keep his true loyalties a secret from the British. He must have had to live constantly with the fear of being discovered by the British.

4 Armistead learned important facts about the British army that helped the Americans win the Revolutionary War. After the war, though, he had to return to a life of enslavement. That would have made me furious! He helped bring Americans freedom, but then he was sent back to be treated like property and was not allowed to have freedom himself. Liberty must have seemed like a dream that would never come true for him.



5 Why is James Armistead my hero? It's not just because he fought bravely for our country. It's because he risked his life for the benefit of others, and he didn't get anything out of it. There was no reward for him. When I think of him, I think of the proverb "Virtue is its own reward." Armistead's actions show the kind of behavior that my mom calls "altruism." Altruism means doing the right thing for others, even if they don't know you're doing it, and even if you get no thanks for doing it. My mom says we should all try to live like that—doing what's right, just because it's right.

6 I also think James Armistead is great because he helped win the war in a way that didn't involve violence. Instead, he spied on the British and gave them false information. He helped win the war by learning about the British troop movements. I'm really impressed by how he used information and intelligence instead of force.

Journal Entry 2

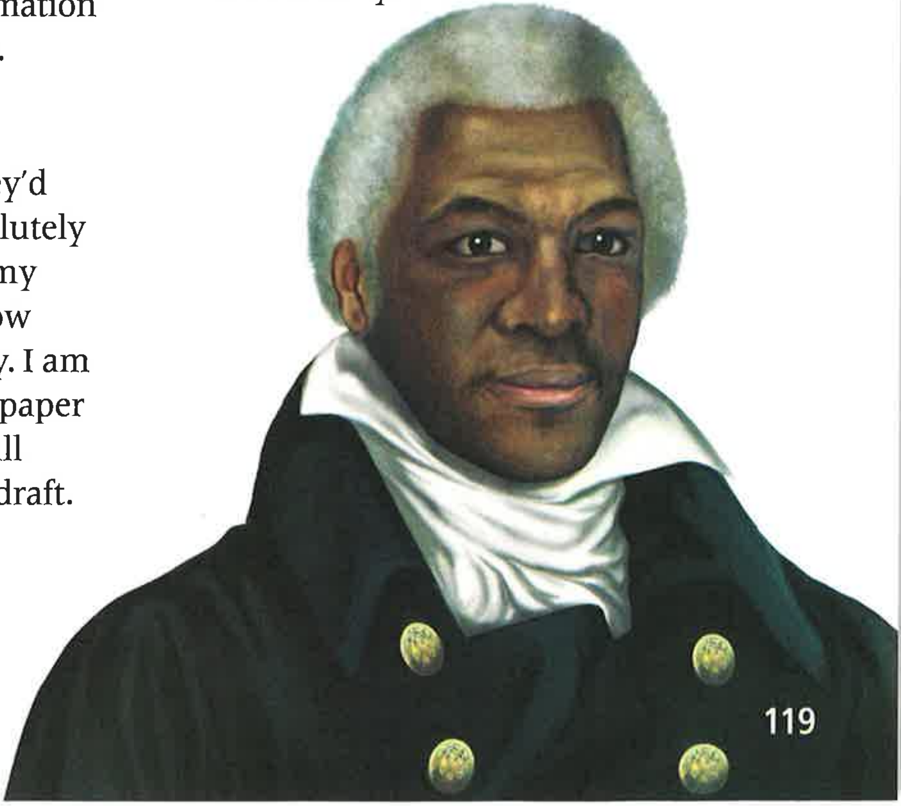
7 I asked everyone I know if they'd heard of James Armistead. Absolutely no one had! I want to let all of my friends know about him and how important he was to our country. I am writing an article for the school paper about him and why we should all know who he is. Here's my first draft.

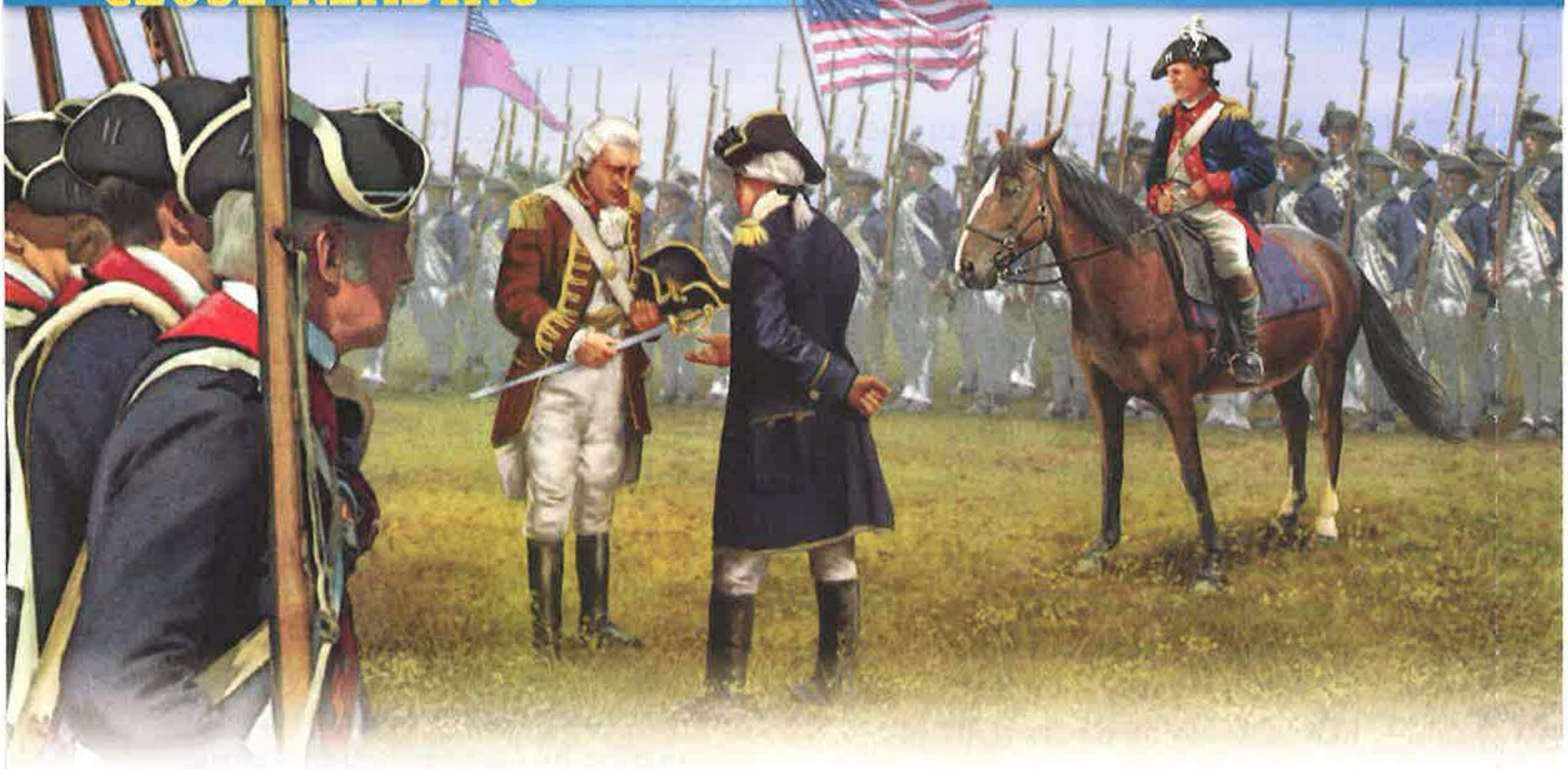
A Forgotten Hero

8 James Armistead was born an enslaved person in Virginia. As a teenager, he volunteered to help in the Revolutionary War as a spy. Many black people, both enslaved and free, were part of the Revolutionary War. Some were soldiers, and others, like James Armistead, were spies.

9 Armistead was not an average spy, though. He was a double agent, who pretended to spy *for* the British while really spying *on* them and giving them false information. Some of the information he gained from the British helped the Americans win the war.

10 James Armistead worked for the Marquis de Lafayette, a young French general who had also volunteered to help the Americans. The American troops were inexperienced, and Lafayette needed help to fight the British army.





11 Armistead's job was to get that help by acting as a spy. He pretended to have escaped enslavement and joined the British camp of General Cornwallis. But the British recruited him to spy for them, too! Armistead passed on important information to other American spies. He also started giving the British false information. He tricked them into thinking that the American army was stronger than it really was.

12 The British shared their plans and strategies with Armistead. One day, he learned that the British were planning to move about 10,000 soldiers to Yorktown, Virginia, on ships. Using this information, French forces under the command of Lafayette, combined with American forces under the command of George Washington, surrounded Yorktown. They forced the British troops to surrender—and won the war!

13 The American victory would not have been possible without Armistead and his work as a double agent. But after the war, James Armistead was sent back to his life of enslavement. He had just been involved in exciting and important work, with people who treated him as an equal. He had put his life on the line, since every time he had encounters with the British he was in danger of being discovered as a spy. His life could not have been easy, but he probably felt proud of his role as a double agent. To lose all of that by going back to life as an enslaved person would have been very hard on him.

14 Fortunately, the Marquis de Lafayette helped Armistead gain his freedom a few years later. Armistead took the last name "Lafayette" in gratitude. He had a family and lived as a farmer in Virginia until his death in 1830.

15 Today, although all Americans know about Revolutionary War figures like George Washington, Patrick Henry, and John Adams, Armistead is almost unknown. Since his spy work led directly to the American victory over the British, all Americans today should know his name and thank him for helping to give our country its independence!

Journal Entry 3

16 My English teacher saw the article I'm working on for the next issue of the school newspaper. She asked me to write a poem about James Armistead for the Heroes Wall in our classroom. Here's my poem!

Remembering James Armistead

17 *James Armistead believed in liberty,*
The tantalizing dream of freedom
That called Americans to rebel
against rules.

18 *James Armistead heard the call.*
He volunteered to help the country
That had kept him enslaved.

19 *James Armistead used his mind.*
He listened, spied, and tricked,
Finding the clues to win the war.

20 *He fought for our liberty.*
He must never be forgotten.

Comprehension Check

1. Use clues in paragraph 5 to figure out what *altruism* means. Circle the letter of the correct definition.

a. loving your country
b. volunteering to do a good thing
c. risking your life to help other people
d. doing the right thing for no reward

2. In Greek mythology, the Furies were three winged goddesses who would go after wrongdoers and drive them to madness. Which word in paragraph 4 comes from their name?

a. furious
b. liberty
c. freedom
d. dream

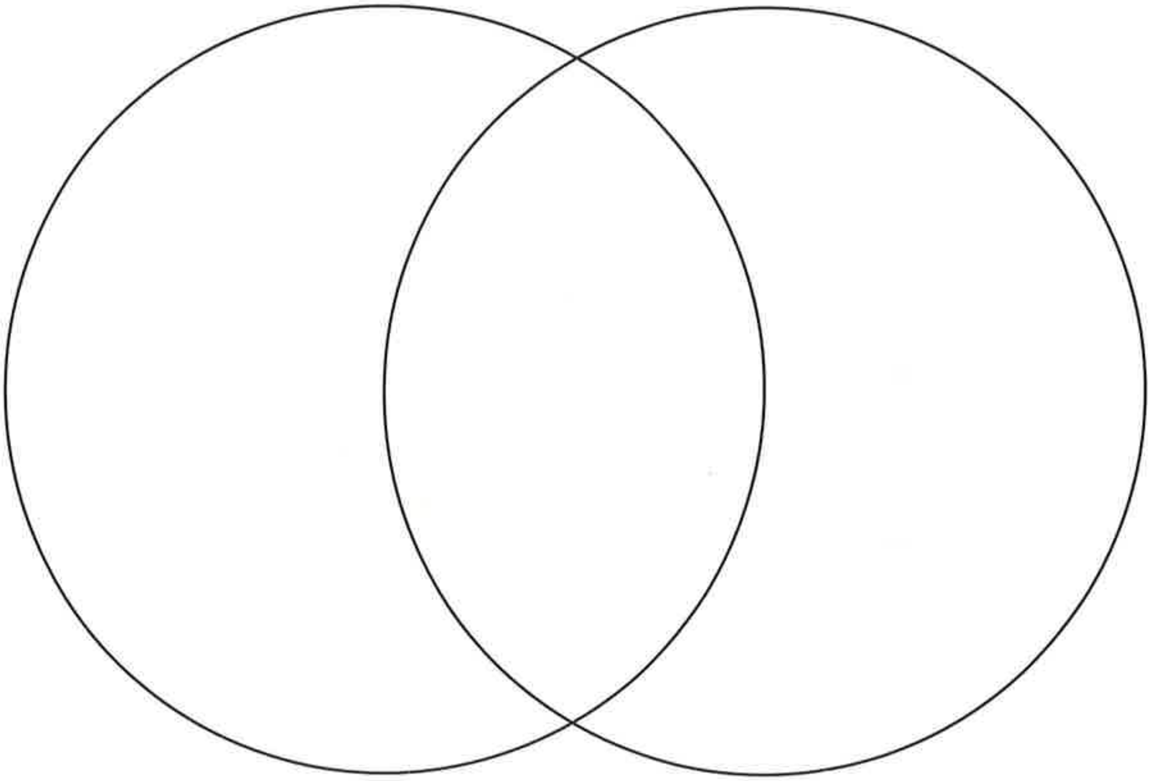
3. Think about the different ways that the writer speaks about James Armistead in journal entries 1 and 2. What point of view does she use in each entry? What information about James Armistead does she share in each entry? Give examples.

4. The writer uses two different forms as she writes in her journal. Name the forms and then explain how you recognized each form. Use details from the text to explain your answer.

CONNECT ACROSS TEXTS

Compare and Contrast Texts

In this unit, you read about Paul Revere's midnight ride, the Battles of Saratoga, Martha Washington's visit to Valley Forge, and Revolutionary War spy James Armistead. Each of these stories was told in a different way. Pick two texts and describe how they were told and what you learned about the Revolutionary War from them. How did the way the story was told affect what you learned? Be prepared to discuss your ideas with your class.



Return to the Essential Question

How do authors use different ways of telling a story?

In a small group or as a class, discuss the Essential Question. Think about what you have learned about word meanings; about the features of prose, drama, and poetry; and about telling stories from different points of view. Use evidence from the four unit texts to answer the question.

Figurative Language

Guided Instruction Authors use **figurative language** to compare things that might not seem alike. The comparisons make their writing more interesting and vivid. Here are two common types of figurative language:

- **Simile:** when the author says that one thing is *like* or *as* another
- **Metaphor:** when the author says that one thing *is* another

Look at these examples from "Bringing Hope to the Valley":

Simile	*The men were like an army of skeletons...*
Metaphor	*...the deep snow was a blanket over the road*

The simile uses the word *like* to compare the soldiers to skeletons. The comparison helps you understand the soldiers' hardships. The metaphor says that the snow *was* a blanket. The comparison helps you imagine how the snow covered everything.

Guided Practice Read this example of figurative language about James Armistead.

> After the Revolutionary War, Armistead had to return to a life of enslavement. That must have been a nightmare!

1. What kind of figurative language is this? ____________________

2. What two things are being compared?

____

Independent Practice Write a simile and a metaphor that express how you feel about one of the characters you read about in this unit.

____

____

UNIT 5 REVIEW

Read the following review clues for a test on the American Revolution. Think about word meanings; the features of poetry, drama, and prose; and point of view. Then answer the questions on pages 125 and 126.

American Revolution Character Clues

1 **Clue 1:** The British were a weight around our necks. As soon as the Revolution began, I joined up with my militia. The battles at Saratoga were worse than I thought, but we demonstrated to the British that we knew how to fight!

2 **Clue 2:** He rode like the wind through the night, through the dark labyrinth of confusing roads. He warned his neighbors that the British were coming.

3 **Clue 3:** (*A black man is working in the fields. A white man approaches.*)

4 **LAFAYETTE:** Is this how others have repaid your service, Armistead? They now enjoy freedom—and have kept you enslaved!

5 **Clue 4:**
She could only bring a little food.
She could only bring a little medicine.
She could only bring a little clothing.
But she could bring a large amount
of hope.

Fill in the circle of the correct answer choice.

1. Clue 4 is written as
   - ○ drama.
   - ○ poetry.
   - ○ prose.
   - ○ stage directions.

2. The first two lines of Clue 3 are
   - ○ dialogue.
   - ○ stage directions.
   - ○ a cast of characters.
   - ○ a journal entry.

UNIT 5 REVIEW

3. In Clue 2, what is the most likely meaning of *labyrinth*, a word from an ancient myth?

○ tunnel
○ treasure
○ battlefield
○ maze

4. In Clue 1, what does *demonstrated* to mean?

○ battled
○ argued with
○ showed
○ acted out

5. Underline the simile in Clue 2.

6. Circle the clues that could help you figure out the meaning of *militia* in Clue 1.

7. Was the narrator of Clue 1 part of the battles at Saratoga? How do you know?

8. In Clue 3, how do you learn about Lafayette's feelings?

9. Rewrite Clue 2 so that it has a first-person point of view.

10. Find the metaphor in Clue 1. What two things does the writer compare? What does the metaphor help you to understand?

Introducing UNIT 6

While you read, whether it is fiction or nonfiction, you will form opinions about the events and people described based on the evidence in the text.

In Unit 5, you learned about brave and bold personalities in America's past, including Martha Washington. Did you form an opinion about the role she played in the Revolutionary War based on what you read? What pieces of evidence in the selection helped you form your opinion?

When you write an evidence-based essay, be sure to include specific details about the events and people described. Draw evidence from the text to support your position.

An effective evidence-based text is well organized. The writing should include precise words for accuracy and interest, and it should be grammatically correct.

Progress Check Can I?

Before Unit 6		After Unit 6
☐	Draw evidence from a text to describe its setting, events, and characters.	☐
☐	Analyze characters and events using details from a text.	☐
☐	Provide a conclusion.	☐
☐	Write using commas and quotation marks to mark direct speech from a text.	☐
☐	Write using correct relative pronouns.	☐
☐	Write using correct relative adverbs.	☐
☐	Write using correct end punctuation for effect.	☐

HOME ✦ CONNECT...

In this unit, children will learn how to write an **evidence-based essay**. They include information (evidence) from other texts to support their writing topic idea. This helps them sharpen their skill at analyzing an event or person.

As your child reads different texts, have him or her identify the **text evidence** on which the writing is based. Do writers **describe characters, events or the setting** to support their analysis? Do writers **draw on specific details**? Discuss whether the evidence makes the writing believable or helps to shape your child's opinion on the subject.

You can do this with all kinds of writing, from opinion pieces, to biographies, to accounts of events, to blogs. Talk about the type of evidence presented and whether one kind is more persuasive than another. Explain to your child why one form of evidence might be more reliable than another.

Conversation Starter: Select a story from the week's news, whether from the newspaper, on local television, or on the Internet. Read or view the story together with your child, then highlight or write the evidence presented in the story. Look for direct quotations and specific details about people involved in the news events. Discuss with your child whether the evidence presented supports the author's or reporter's conclusion.

IN THIS UNIT, YOUR CHILD WILL...

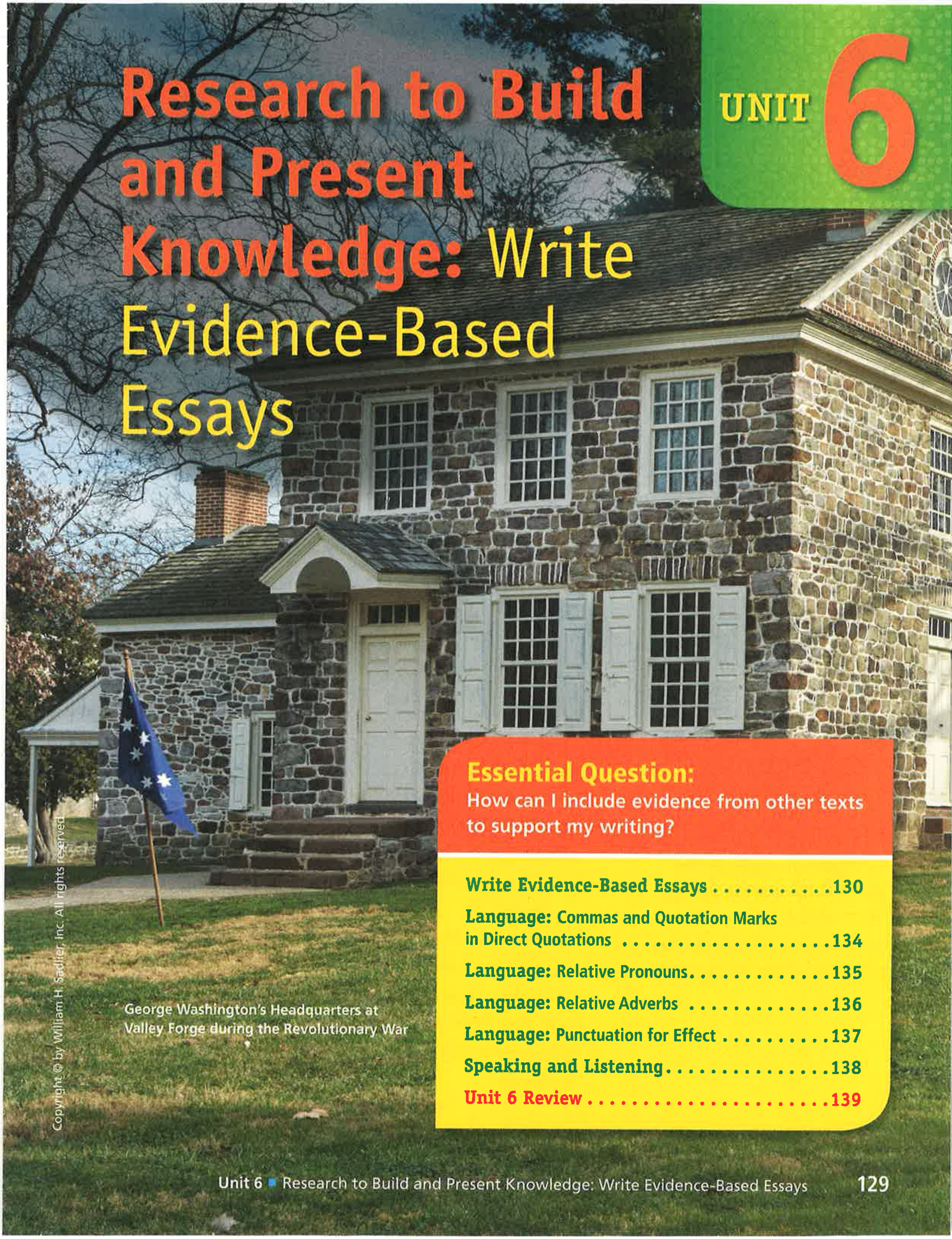
- Learn to draw evidence from other texts to support an essay topic.
- Learn to describe characters, settings, and events in a text by drawing on specific details.
- Learn specific language skills and use them in writing an evidence-based essay.
  - Use commas and quotation marks to indicate direct speech and quotations from another text.
  - Correctly use the relative pronouns *who, whose, whom, which,* and *that* correctly.
  - Correctly use the relative adverbs *where, when,* and *why.*
  - Correctly use ending punctuation for effect.

WAYS TO HELP YOUR CHILD

As your child reads texts, ask what evidence the author presents to support his or her opinion. Discuss why the evidence is or is not convincing. Listen to your child's opinion and ask questions about what he or she thinks about the issue being discussed.

ONLINE

For more Home Connect activities, continue online at sadlierconnect.com



UNIT 6

Research to Build and Present Knowledge: Write Evidence-Based Essays

George Washington's Headquarters at
Valley Forge during the Revolutionary War

Essential Question:
How can I include evidence from other texts to support my writing?

Write Evidence-Based Essays 130
Language: Commas and Quotation Marks in Direct Quotations 134
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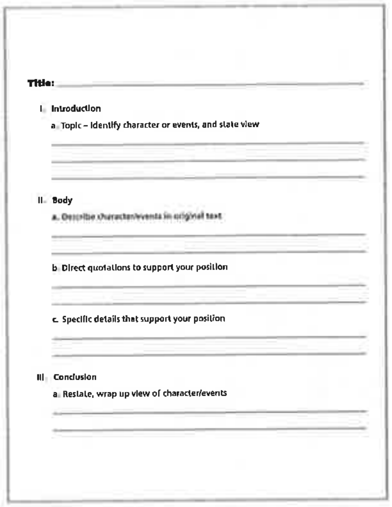
WRITE EVIDENCE-BASED ESSAYS

CREATING AN ORGANIZATIONAL STRUCTURE

Eddie has used an outline to organize his essay. It lists the specific details from the original text that support a position.



Title: ______________________

I. Introduction
  a. Topic – Identify character or events, and state view
  ____
  ____
  ____

II. Body
  a. Describe character/events in original text
  ____
  ____
  b. Direct quotations to support your position
  ____
  ____
  c. Specific details that support your position
  ____
  ____

III. Conclusion
  a. Restate, wrap up view of character/events
  ____
  ____

INTRODUCTION

- Introduces the topic
- States a claim

DESCRIBE SETTING

To support your analysis, use details to describe the setting of the original text.

Underline the details that set the scene of the original text.

Read a Student Model

Eddie just finished reading "Bringing Hope to the Valley" in Unit 5. Now he has to write a report on the role our first First Lady, Martha Washington, played in supporting the troops. He must use evidence from the original text to support his analysis. As you read Eddie's essay, think about the kind of evidence he uses.

Martha Washington Puts the Troops First

Everyone knows that George Washington is one of the founding fathers of our country. But not as many know that his wife, Martha Washington, is one of its founding mothers. She was a good leader and organizer. With her help, the Continental Army survived a terrible winter.

During the winter of 1777, General George Washington and the Continental Army were camped at Valley Forge, Pennsylvania. There was little food and clothing. The men were packed into tiny cabins that lacked heat. Many died of starvation, disease, and exposure to the elements.

Soldiers wrote to Mrs. Washington to ask for help. One soldier pleaded, "Please do what you can, ma'am. If you cannot bring us food, clothes, or medicine, at least please bring us some hope." Mrs. Washington knew she had to help the men serving in the army.

Mrs. Washington, her niece Polly, and their servants loaded carriages with all the food, clothing, cloth, and medicine that they could find at Mount Vernon. Once everything was packed, they headed to Pennsylvania.

It was a hard journey. The snow was so high that Mrs. Washington's carriages could not get through. Instead of turning back or giving up, she hired a sleigh.

Once she was in camp, Mrs. Washington worked very hard to get everything organized. Mrs. Washington gave orders like a general leading troops into battle. "Unload the sleigh! Take the food and medicine to the central camp offices. Bring the cloth to me," she ordered.

The women of the camp spent their days sewing and knitting new clothes for the soldiers. They also tended to the ill and injured soldiers in the camp hospitals. Even when the women were tired, cold, and hungry, Mrs. Washington reminded them that they couldn't stop "while so many soldiers were still cold."

DESCRIBE CHARACTERS

To support your analysis, describe characters in the original text, using their thoughts, words, or actions.

Circle Mrs. Washington's thoughts about the troops' situation.

DESCRIBE EVENTS

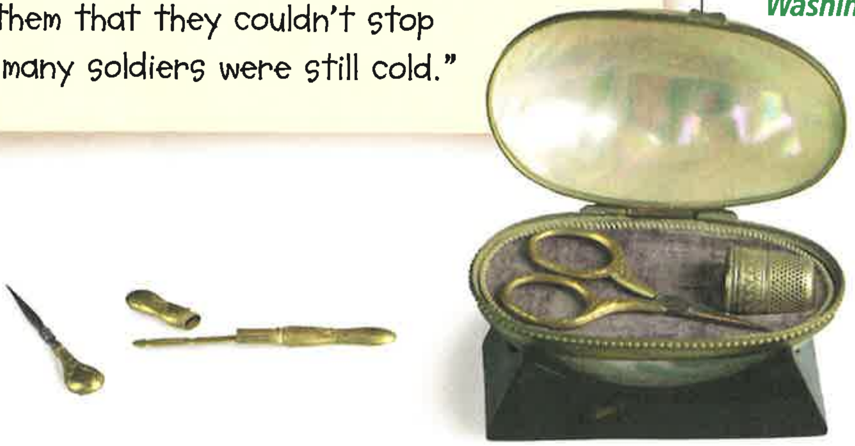
Describe events in the original text that support your analysis of Martha Washington.

Underline events that help show the character of Martha Washington.

USE TEXT EVIDENCE

Use quotations to support points.

Box quoted words that support Eddie's view of Martha Washington.



CONCLUSION

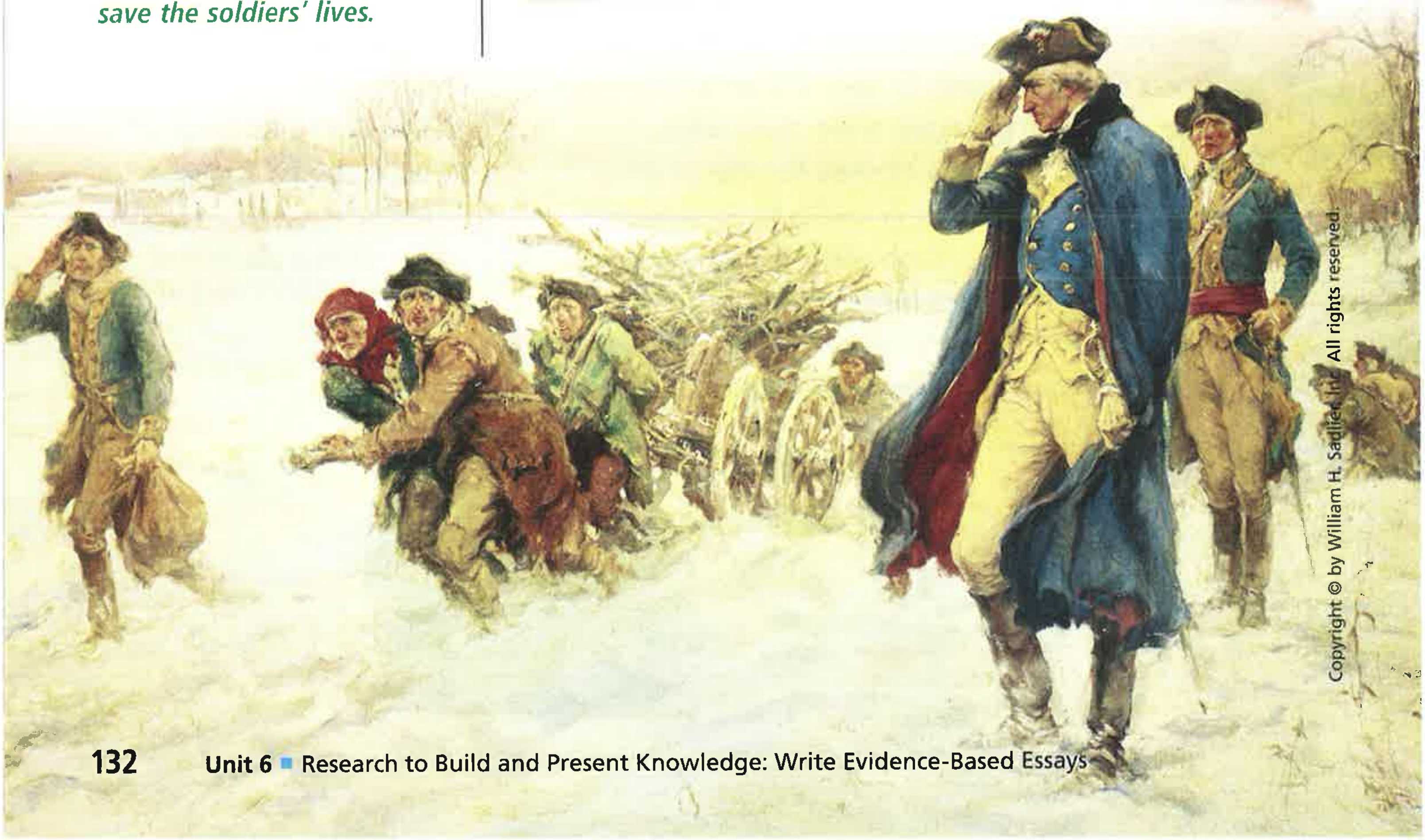
Eddie uses the evidence presented earlier to wrap up his analysis of Martha Washington and the camp.

Circle Eddie's summary of how Martha Washington helped save the soldiers' lives.

Mrs. Washington knew that in addition to taking care of the ill soldiers, she needed to improve the morale of the men. She and the women in the camp held parties and put on a play to help take the soldiers' minds off their situation.

Once the winter was over, life in the camp improved. Mrs. Washington's cheerful mood spread throughout the camp. The soldiers had warm clothes and food. They were well enough to once again practice military drills, with Baron von Steuben leading the way.

Without Mrs. Washington's determination and leadership, the Continental Army might not have survived the winter. Her efforts made certain that the soldiers were able to continue the fight for our new nation.



Use an outline like the one below to organize your evidence-based essay on a character or an event you've read about. Be sure to describe characters, setting, and events, and use quotations and specific details to support your points. Then write a first draft of your essay on a separate piece of paper. You will use this draft to write your final essay in the Unit 6 Review section on page 140.

Title: ____________________

I. Introduction

a. Topic – Identify character or events, and state view

____

____

____

II. Body

a. Describe character/events in original text

____

____

b. Direct quotations to support your position

____

____

c. Specific details that support your position

____

____

III. Conclusion

a. Restate, wrap up view of character/events

____

____

Commas and Quotation Marks in Direct Quotations

Guided Instruction Writers use **commas and quotation marks** to set dialogue or speech apart from the rest of the text. These marks help readers identify the person speaking.

- *"I don't want to go home," the four-year-old cried.*
- *The baker said, "We only have two loaves of bread left."*
- *Clarissa raised her hand and asked, "Can you repeat the question?"*
- *The novel* Charlotte's Web *begins, "Where's Papa going with that ax?"*

Guided Practice Add commas and quotation marks where they are needed in these sentences.

1. Please put your shoes away said Mom.
2. The play will begin in 15 minutes announced the usher.
3. As they left for the park, Marissa complained It's too hot to go outside.
4. General Douglas MacArthur is known for the words I shall return.
5. That answer is correct replied the teacher.

Independent Practice Write four sentences that include dialogue. Be sure to use commas and quotation marks.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

Relative Pronouns

Guided Instruction A relative clause is a part of a sentence that has a subject and verb and modifies a noun. A relative clause begins with a relative pronoun: *who, whose, whom, which*, and *that*. **Relative pronouns** refer to the noun that comes before them in the sentence. Example: *This is the house **that Jack built***. The relative pronoun *that* refers to the noun *house*.

Kind of Noun	Relative Pronoun	Example Sentences
a person	*who, whose, whom, that*	*Beth, who takes gymnastics, is flexible.* *Lily, whose hair is curly, wore a hat.* *The person whom I talked to has left.* *He was a man that spoke few words.*
a thing	*which, that, whose*	*The sofa, which was new, was Jane's favorite place to nap.* *This is the cake that Henry baked.* *The book, whose author lives in town, became a bestseller.*

Guided Practice In each sentence, underline the relative pronoun twice and the noun it refers to once.

1. I petted the dog that wagged its tail.
2. My brother, whose picture is in the paper, won the race on Saturday.
3. The alarm, which was very loud, would not stop ringing.

Independent Practice Write the correct relative pronoun in each sentence.

1. I have a friend ____________ dog is afraid of thunder.
2. The fruit ____________ was on the counter needs to be put in the refrigerator.
3. The person ____________ sent me the package is my best friend.

Relative Adverbs

Guided Instruction **Relative adverbs** are the words that tell you the where, when, or why of a sentence. They introduce an adverb clause. A clause is a group of related words with a subject and a verb that is part of a sentence.

- *The house **where he lives** is the blue one.*
- *The day **when I adopted my puppy** was the best.*
- *There must be some reason **why the child cried**.*

Guided Practice Underline the relative adverb in each sentence below.

1. The store where I bought my new jacket is closing.
2. I look forward to Monday, when a brand new week begins.
3. The feeling of freedom is the reason why I love running.

Write the correct relative adverb in each sentence.

1. June and July are the months ________________ the pool is open.
2. This is the hospital ________________ my mother works.
3. Watching the scary movie was the reason ________________ I slept with the lights on.

Independent Practice Write three sentences of your own using the relative adverbs *where, when,* and *why.*

1. ____

____

2. ____

____

3. ____

____

Punctuation for Effect

Guided Instruction There are four types of sentences in English and three **ending punctuation marks**. The way in which you punctuate a sentence helps a reader understand what effect you are trying to achieve. The same words in a sentence with different punctuation can have different meanings.

- The **declarative** makes a statement and ends with a period (.).

  I will watch that dog.

- The **interrogative** asks a question and ends with a question mark (?).

  Will you watch that dog?

- The **exclamatory** expresses emotion like anger, excitement, or surprise and ends with an exclamation point (!).

  Watch that dog!

- The **imperative** gives a command and ends with a period or an exclamation mark.

  Watch that dog.

Guided Practice Read each sentence and write which sentence type it is, based on its ending punctuation mark.

1. I got an A on my project! ____________________

2. Who left this mess in the kitchen? ____________________

3. I need you to sit down now! ____________________

4. On rainy days, I love to stay in bed and read. ____________________

Independent Practice Write three different types of sentences using a different ending punctuation mark in each sentence.

1. ____

2. ____

3. ____

SPEAKING AND LISTENING

Discuss the Essential Question

How can I include evidence from other texts to support my writing?

Think about the Essential Question by responding to the questions below. Support your position with evidence from the text.

1. What evidence from the original text did the writer use to support his analysis of Martha Washington?

2. What specific details did the writer include to describe the setting of the events?

Use your notes above to discuss the Essential Question in small groups or as a class. Follow agreed-upon rules for discussion. Use the organizer below to record what you heard and how you participated.

Ideas I Agree or Disagree With		Questions I Asked
Agree		
Disagree		
New Ideas I Had During Discussion		**Questions I Answered**

UNIT 6 REVIEW

This paragraph has incorrect relative pronouns and relative adverbs. It also has a missing comma and quotation marks to set off dialogue, and incorrect ending punctuation. Write the paragraph correctly on the lines below.

In December 1777, General George Washington and his troops made an encampment at Valley Forge, Pennsylvania. The soldiers were hungry and tired where they arrived. Conditions were so bad that General Washington wrote this army must inevitably. . . starve, dissolve or disperse. Despite the hardships, after six months the soldiers whose survived emerged as a unified fighting force. They went on to successfully beat the British army at the Battle of Monmouth? After reading about the terrible winter, do you think you would have stayed with the Continental Army.

UNIT 6 REVIEW

Assignment: Write an evidence-based essay on a character or event you've read about.

On the lines below, write your final copy of the evidence-based essay you created on page 133. Be sure to use specific evidence from the original text and descriptions of characters, events, or setting to support your position. Conclude your essay with a restatement of your position. See the Writing Handbook (pages 275–283) for ways to improve your writing as you revise.

PERFORMANCE TASK 1

There are three parts to this performance task. Your teacher will provide you with copies of three selections.

- "Setting Coral Free" Genre: Realistic Fiction
- "Rachel Carson" Genre: Biography
- "Underwater Cities Under Threat" Genre: Informational Text

Part 1: Literary Analysis

☐ Read "Setting Coral Free" carefully. Take notes that will help you understand the passage.

☐ Answer Items 1–3 on pages 142–143.

☐ Then read the prompt for Item 4 and write two paragraphs on your own paper. You may want to make some notes on scratch paper first.

Part 2: Narrative Writing

☐ Read "Rachel Carson" carefully. Take notes that will help you understand the passage.

☐ Answer Items 1–2 on page 144.

☐ Then read the prompt for Item 3 and write two or three paragraphs on your own paper. You may want to make some notes on scratch paper first.

Part 3: Research Simulation

☐ Read "Underwater Cities Under Threat" carefully. Take notes that will help you understand the passage.

☐ Answer Items 1–3 about "Underwater Cities Under Threat" on pages 145–146.

☐ Review "Rachel Carson." You will use it in addition to "Underwater Cities Under Threat" in this task.

☐ Then read the prompt for Item 4 and write an essay on your own paper. You may want to make some notes on scratch paper first.

Part 1 Literary Analysis

Read all parts of the question before responding. Circle the correct answer to Items 1–3. Use your own paper to respond to Item 4.

Item 1

Part A In "Setting Coral Free," why did Martin raise his hand in class?

a. He likes to take part in the discussions led by Ms. Price.

b. He wanted to tell about the sea turtle he held.

c. Ms. Price asks him a question about marine life.

d. Janet was concerned about the sea turtle.

Part B Which sentence from the story supports the answer to Part A?

a. "He surprised himself because he didn't usually volunteer to speak."

b. "She showed the class several photographs of ocean animals."

c. "Janet smiled, and several other students asked questions."

d. "Martin was proud that he had information to share."

Item 2

Part A In the story "Setting Coral Free," why does Martin feel sad when it is time to release Coral?

a. Coral is no longer a baby sea turtle.

b. Several sea turtles at the hospital are hurt.

c. He feels a connection to Coral because he named her, and will miss her.

d. Martin could not ride next to his grandpa in the boat.

Part B Which detail from the story best supports the answer to Part A?

a. "Most of them were injured, but Martin knew they were in good hands."

b. "When it was time to release Coral, Martin patted the top of her head."

c. "Martin was surprised to see that Coral had grown so much."

d. "Martin sat at the back of the boat with the hospital staff."

Item 3

Part A What does the word ***funds*** mean in this line from "Setting Coral Free"?

They spent weeks raising ***funds*** to help the sea turtle.

a. information

b. ideas

c. programs

d. money

Part B Which sentence from the story best helps the reader understand the meaning of ***funds***?

a. "We can ask people for money that will help the hospital."

b. "Ms. Price and all his classmates were excited by the idea."

c. "When they filled out the adoption forms, Ms. Price asked."

d. "The hospital has an adoption program."

Item 4

Think about why Martin's experience with Coral was important. How did his experience make a difference? How would the ending be different if Martin had not known Coral? Write two paragraphs to explain your answer. Use details from the story to help your answer.

Part 2 Narrative Writing

Read all parts of the question before responding. Circle the correct answer to Items 1–2. Use your own paper to respond to Item 3.

Item 1

Part A What is the main idea of "Rachel Carson"?

a. Carson was the author of the book *The Sea Around Us*.

b. Carson loved the ocean and wanted to write about it.

c. Carson was a determined author who kept trying for success.

d. Carson's books affected people's understanding of marine ecology.

Part B Which sentence from the text best supports the answer to Part A?

a. "Her fascination with the ocean grew as she learned more."

b. "Carson changed how people thought about the environment."

c. "Carson's second book was titled *The Sea Around Us*."

d. "She wanted to spend her time writing and enjoying her beloved ocean."

Item 2

Part A What is the meaning of ***fascination*** in this sentence from the text?

Her ***fascination*** with the ocean grew as she learned more.

a. visits **b.** interest **c.** decisions **d.** protection

Part B Which detail from the text helps the reader understand the meaning of ***fascination***?

a. Carson made ecology popular in her books.

b. Carson loved the ocean long before she saw it.

c. Carson was an adult when she finally saw the ocean.

d. Carson wrote a second book after the first one didn't do well.

Item 3

Think about the events described in "Rachel Carson." What happened after Rachel Carson published *The Sea Around Us*? Write two or three paragraphs describing what you think might have happened to Rachel Carson next. Use ideas and facts from the text to help your writing.

Part 3 Research Simulation

Read all parts of the question before responding. Circle the correct answer to Items 1–3. Use your own paper to respond to Item 4.

Item 1

Part A In "Underwater Cities Under Threat," why are coral reefs important?

a. They come in different shapes.
b. They are shaped by water currents.
c. They provide a home for other animals.
d. They are food for all the animals that live there.

Part B Which sentence from the text supports the answer to Part A?

a. "Their shape depends on the type of coral polyps that make them."
b. "The coral reefs give them protection from their predators"
c. "The coral protects the land by breaking up the waves"
d. "Coral reefs in some parts of the world are dying off."

Item 2

Part A What is the main idea of "Underwater Cities Under Threat"?

a. Coral reefs are an important source of income for people.
b. Coral reefs are delicate ecosystems that must be protected.
c. Coral reefs are damaged by climate change and pollution.
d. Coral reefs are formed by coral polyps that live in colonies.

Part B Which sentence from the text best supports the answer to Part A?

a. "They spend money while visiting the reefs"
b. "These structures grow inch by inch to form coral reefs."
c. "Coral reefs are found in warm waters that are clear and shallow."
d. "But coral reefs are at risk of dying out unless people take action."

Item 3

Part A Which dictionary entry below best defines ***colonies*** as it is used in this sentence from the text?

"Coral polyps live in ***colonies***."

col·o·ny (ˈkä-lə-nē) *plural* colonies

1. an area under the control of a more powerful country

2. one of the 13 areas of land that later became the United States

3. a group of plants or animals of one type that live and grow near each other

4. a group of people who are alike in some way and live together in a place

a. 1 **b.** 2 **c.** 3 **d.** 4

Part B Which key words in the Part A dictionary entries help the reader know which entry is the correct definition?

a. in a place

b. who are alike

c. areas of land

d. plants or animals

Item 4

You have read two texts about marine ecology. Think about the facts in "Rachel Carson" and "Underwater Cities Under Threat." Why are marine ecosystems important to people? What are the different ways someone can help protect marine ecosystems? Write two or three paragraphs to explain your answer. Use details from both passages to support your answer.

Introducing UNIT 7

Have you ever solved a tough problem or challenge? How did your solution make things better? In this unit, you will read about challenges that people faced, both long ago and today. In each case, they solved these problems and made their world a better place.

This unit focuses on social studies and science topics. It includes a historical text, an explanatory text, a biography, and a personal essay. These are called informational texts, for each one shares facts about a topic. Authors who write informational texts organize their writing clearly. Within the structure of their writing, they present interesting details. Sometimes they also include unfamiliar words that you can figure out by using clues in the text.

You can learn a lot from reading an informational text and from comparing texts about the same topic. Let's see what you can learn as you read these next few texts!

Progress Check Can I?

Before Unit 7		After Unit 7
☐	Determine the meaning of academic and content-area words.	☐
☐	Describe the overall structure of an informational text.	☐
☐	Compare and contrast two accounts of the same event.	☐
☐	Use synonyms and antonyms to check the meanings of words.	☐

HOME ✦ CONNECT...

Writers of informational text often include clues that help readers **determine the meaning of unfamiliar words.** Choose a print or online article about a topic that your child might enjoy. Highlight any unfamiliar words. Then invite your child to work with you to find clues that help you figure out their meanings.

The structure of a text is critical for making informational text clear. Problem and solution is one type of text structure. Writers explain a problem or challenge and the solution that helped fix it. Talk with your child about a problem your family, friends, or community once faced. Discuss how this problem was solved. Then work together to write a short (half-page) article about it to share with the family.

Comparing and contrasting firsthand and secondhand accounts can help readers gain a deeper understanding of an event and the people involved in it. With your child, watch a TV news program that includes an interview with a person who experienced an event firsthand. Compare and contrast the reporter's account of the event with the interview account.

Conversation Starter: Share with your child a time from your childhood when you solved a problem or did something to make a situation better. Challenge your child to tell a story about what he or she would have done in your place. Then talk about the similarities and differences in your stories. Explain that even though the two of you described the same story situation, you talked about it in different ways.

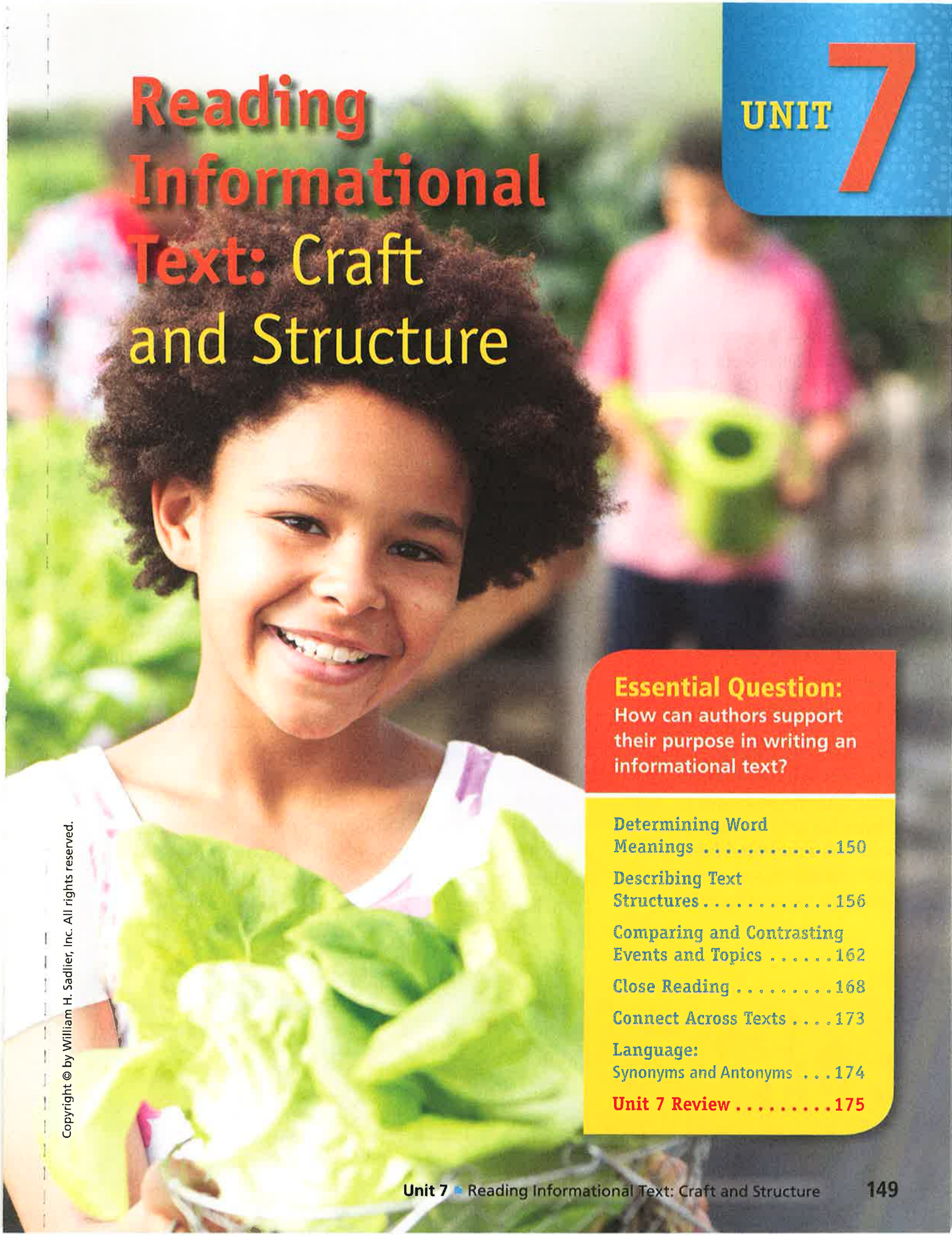
IN THIS UNIT, YOUR CHILD WILL...

- Use clues in a text to figure out the meanings of unfamiliar words or words with multiple meanings.
- Describe text structure—how information and ideas are related—in an informational text.
- Identify problems and solutions or causes and effects discussed in a text.
- Compare and contrast a firsthand account and a secondhand account of the same event.
- Show an understanding of words by relating them to words with similar meanings (synonyms) or opposite meanings (antonyms).
- Compare and contrast four texts on the same theme: an historical text, an explanatory text, and two memoirs paired with biographies.

WAYS TO HELP YOUR CHILD

Discuss the facts relating to a recent news event, listing any questions your child might have about the event. Brainstorm various ways to search for answers, such as on the Internet or in a newspaper. Work with your child to answer one or two questions on the list. Then talk about what you learned.

ONLINE
For more Home Connect activities, continue online at sadlierconnect.com



UNIT 7

Reading Informational Text: Craft and Structure

Essential Question:
How can authors support their purpose in writing an informational text?

Determining Word Meanings 150
Describing Text Structures.............156
Comparing and Contrasting Events and Topics 162
Close Reading 168
Connect Across Texts 173
Language:
Synonyms and Antonyms ...174
Unit 7 Review 175

DETERMINING WORD MEANINGS

Guided Instruction

WORDS TO KNOW

confederacy
diverse
strife

To **determine the meaning of an unfamiliar word**, you can consult a **dictionary** or use **context clues** from the sentence or nearby sentences.

CITE EVIDENCE

A **Synonyms** are words with the same or similar meanings, such as *enormous* and *huge*. Sometimes, synonyms can help make the meanings of unfamiliar words clear. In paragraph 3, circle *woodlands* and its synonym.

B Using clues from the text, you often can **infer**, or figure out, the meaning of an unfamiliar word. In paragraph 3, underline a clue that helps you understand *permanent*. What do you think the word means?

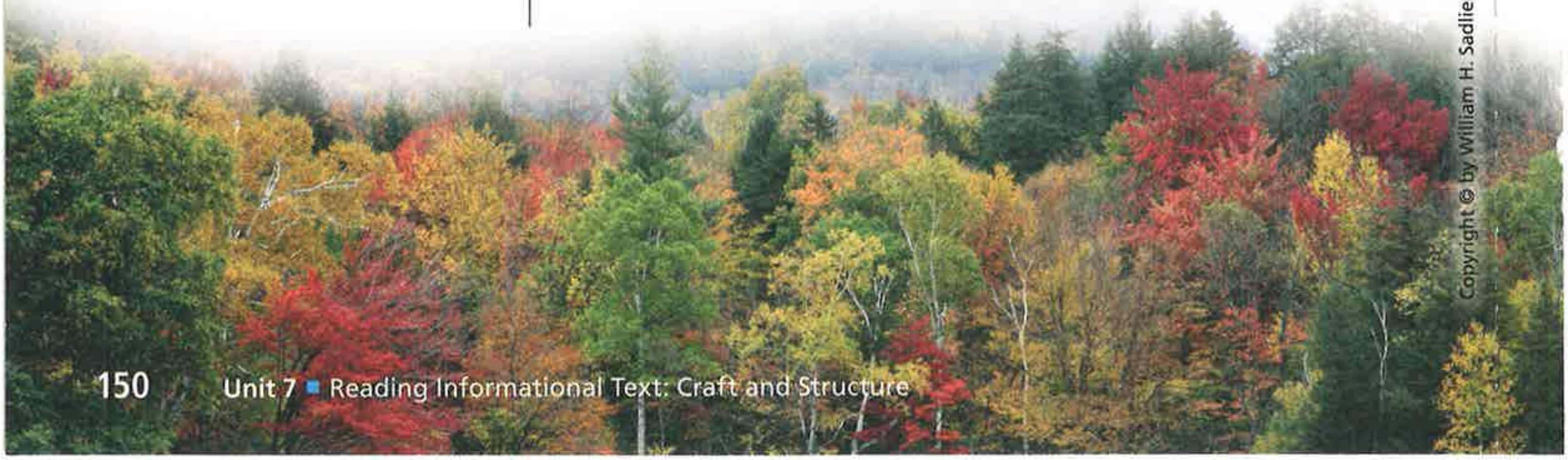
The People of the Longhouse

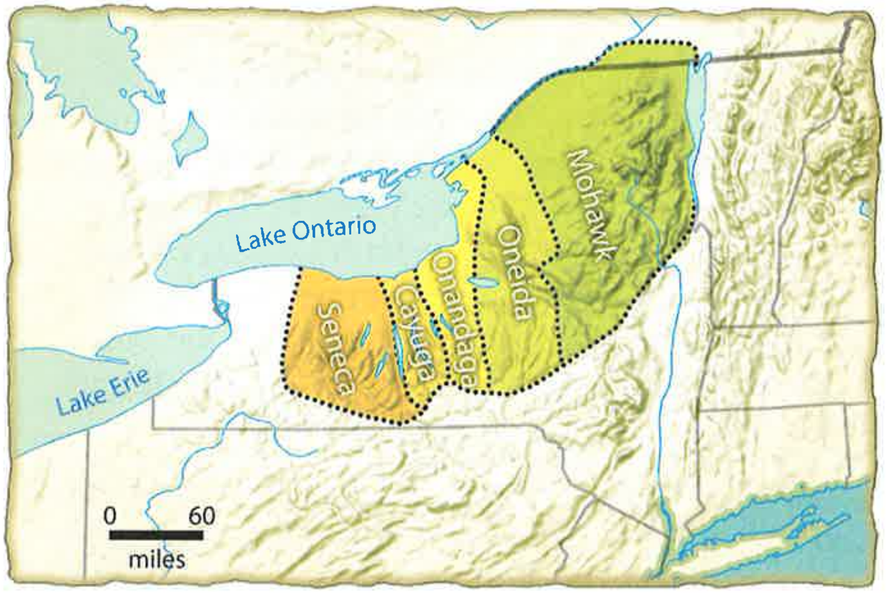
(Genre: Historical Text)

1 New York State has a **diverse** population because different kinds of people live and work there. This is true today and it was true in the past. Centuries ago, the place we now call New York was home to diverse nations of American Indians. They lived in different territories and had different governments, but six of these groups found a way to live in peace. Together, they formed the Iroquois Confederacy.

2 A **confederacy** is a group of people or nations that support and protect one another. The Iroquois Confederacy included five American Indian nations: the Mohawk, the Oneida, the Onondaga, the Cayuga, and the Seneca. They came together sometime before the early 1600s. A sixth nation, the Tuscarora, joined in the early 1700s.

3 The Iroquois nations lived in the woodlands located south of Lake Ontario and east of the Finger Lakes. These forests provided the people with everything they needed to survive. The people used trees to construct homes for permanent villages that they lived in all year long. They hunted deer and other forest animals for food and resources. They also created clearings to plant corn, beans, and squash. These crops were known as the "Three Sisters."





4 Before the Iroquois Confederacy formed, the American Indian groups of the region often fought. War parties from the different nations raided each other. There were even attacks within nations. If one person killed another, the victim's family members often retaliated, or struck back in revenge. People lived in fear, and many wondered if it would ever be possible to feel safe and secure.

5 A Huron man named Dekanawidah (duh-kah-nah-WEE-duh) thought that things could be better. He believed that different nations could live in peace, so he left the Huron nation and traveled into Mohawk territory. Everywhere he went, he talked to people about the need to end the fighting. He called his message "The Great Peace." Dekanawidah met an Onondaga man named Hiawatha (high-uh-WAH-thuh). They decided to meet with leaders from the other nations to bring an end to the **strife.**

Comprehension Check

How does learning the meaning of *confederacy* in the text help you understand the importance of this time in early American history?

CITE EVIDENCE

C Sometimes, the text **restates** what a word means, similar to a definition. Circle the word *retaliated* in paragraph 4 and underline the words that restate its meaning.

D **Antonyms** are words that are opposite in meaning, like *inside* and *outside*. Sometimes, antonyms can be used as context clues. In paragraph 5, put a box around the word *peace* and its antonym. How are the two words different?

Guided Practice

WORDS TO KNOW

colonist
democracy
longhouse
sachem

CITE EVIDENCE

A Underline two clues in paragraph 7 that help you understand what the word *constitution* means.

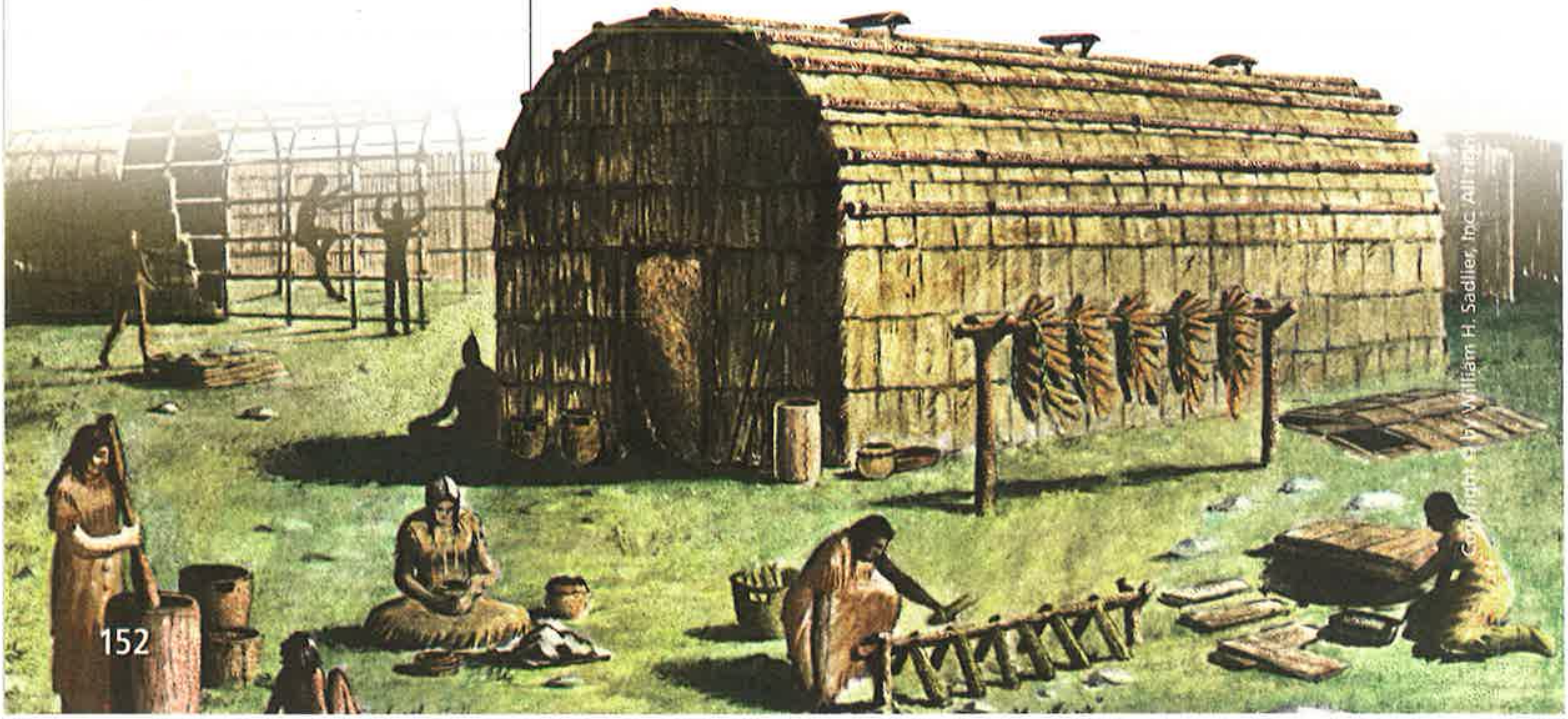
B Read paragraph 8. Circle a clue that can help you understand what *council* means. Discuss your ideas with a partner and then check the definition in a dictionary. Were your meanings close?

The People of the Longhouse *continued*

6 Dekanawidah and Hiawatha explained that the nations of this region had much in common. They spoke similar languages, had similar cultures, and all made their homes in the area's forests. The two men persuaded the five nations to form a league because they were better off uniting than fighting. For his efforts, Dekanawidah became known as "the Great Peacemaker." (However, his own people, the Hurons, chose not to join the confederacy.)

7 After forming the confederacy, the five nations agreed on a set of rules that became known as the Iroquois Constitution. A constitution is a plan of government. Because the Iroquois Confederacy was a **democracy**, everyone had the power to say how things were done. No single nation had authority over the others.

8 The nations formed a council that solved problems to avoid warfare. Council members, called **sachems**, represented the interests of each nation. Only men served on the council. However, women played an important role, for they had the power to select or remove council members. The council recorded their treaties or laws on belts with detailed patterns of beads, known as wampum.



9 Together, the five nations called themselves the Haudenosaunee (hoo-dee-noh-SHAW-nee) people. European **colonists** who later came to the region called them the Iroquois. Today, these groups may be called either name.

10 The word *Haudenosaunee* means "people of the longhouse." Many Iroquois lived in homes called **longhouses**. A longhouse was just what you might think: a very long house. Up to fifty people lived in each one. The residents were all part of an extended family. If the family grew bigger, the house could be made longer.

Comprehension Check

1. In paragraph 7, which synonym helps you figure out the meaning of the word *authority*?

a. confederacy

b. power

c. nation

d. constitution

2. From clues in paragraph 10, you can figure out that *residents* are

a. members of an extended family.

b. members of a particular nation.

c. people living in a certain place.

d. builders of places to live.

3. Work with a partner to reread paragraph 6. Discuss what you think the word *league* means. What clues in the text did you use to determine the meaning? Then use a print or online dictionary to look up the word. Did you figure out the correct meaning?

DETERMINING WORD MEANINGS

Independent Practice

WORDS TO KNOW

lacrosse
symbolic

CITE EVIDENCE

A In paragraph 14, put a box around a phrase that is a synonym for the word *colonists*. Think about how synonyms and antonyms can help you understand the meaning of unfamiliar words.

B Circle the word *immunity* in paragraph 14. Identify text that restates the meaning of this word. Underline it.

The People of the Longhouse *continued*

11 A longhouse was constructed from tree bark and wooden poles. There was a doorway at each end, covered with animal skins to keep out the cold and rain. Openings in the roof let out smoke from cooking fires. Inside, platforms built along the sides were used for sleeping and storage.

12 The Haudenosaunee saw their confederacy as a **symbolic** longhouse that stretched across their combined territories. The Mohawk nation was in the east, at the "eastern door." The Seneca nation was in the west, at the "western door."

13 The Haudenosaunee also were known for playing a ball game we now call **lacrosse.** Two teams of players used long sticks with nets attached at the ends to catch or toss a ball. The game taught young people how to work together as a team. Today, many Iroquois continue to enjoy playing lacrosse.

14 In the 1600s and 1700s, European colonists came into contact with the area's native people. The Iroquois traded with the settlers and acquired new tools. However, the Iroquois suffered in a number of ways. They were exposed to new diseases, such as smallpox. They did not have immunity to these diseases, which means their bodies could not fight them off. Many Iroquois died as a result. They also battled with the newcomers, losing many lives.

15 Not all contact between the colonists and the Haudenosaunee led to problems, though. As the American colonies became free from British rule, leaders of the new nation began to create a government. They looked to the Haudenosaunee as an example, and the Iroquois Constitution became a model for the United States Constitution.

Independent Practice

16 Hundreds of years after the creation of the Iroquois Confederacy, many Haudenosaunee continue to live in New York State. The confederacy still exists, and leaders from the six nations make up the council. The "Great Peace" remains an important part of their way of life. This idea showed that it was possible to make the world a better place.

Comprehension Check

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1. Which of the following is the best meaning of the word *platform*? Look for text clues in paragraph 11.

a. a type of bed

b. a beam or support

c. a small, round opening

d. a raised, flat surface

2. In paragraph 15, what is a synonym clue for the word *model*?

a. constitution

b. example

c. government

d. rule

3. How does the text information about longhouses help you understand why the longhouse was called *symbolic* of the Iroquois Confederacy?

DESCRIBING TEXT STRUCTURES

Guided Instruction

WORDS TO KNOW

inspection
reservoir
sandhog
valve

Text structure is the way a text is organized. Different texts have different structures.

CITE EVIDENCE

A **Problem/solution** is one type of text structure. In this text, paragraph 1 states a problem: The water around New York City is too salty or too dirty to use. Put a box around the sentence in that paragraph that introduces the solution.

B Look ahead to paragraph 4. Underline the sentences in that paragraph that name new problems. Why are these major problems for New Yorkers?

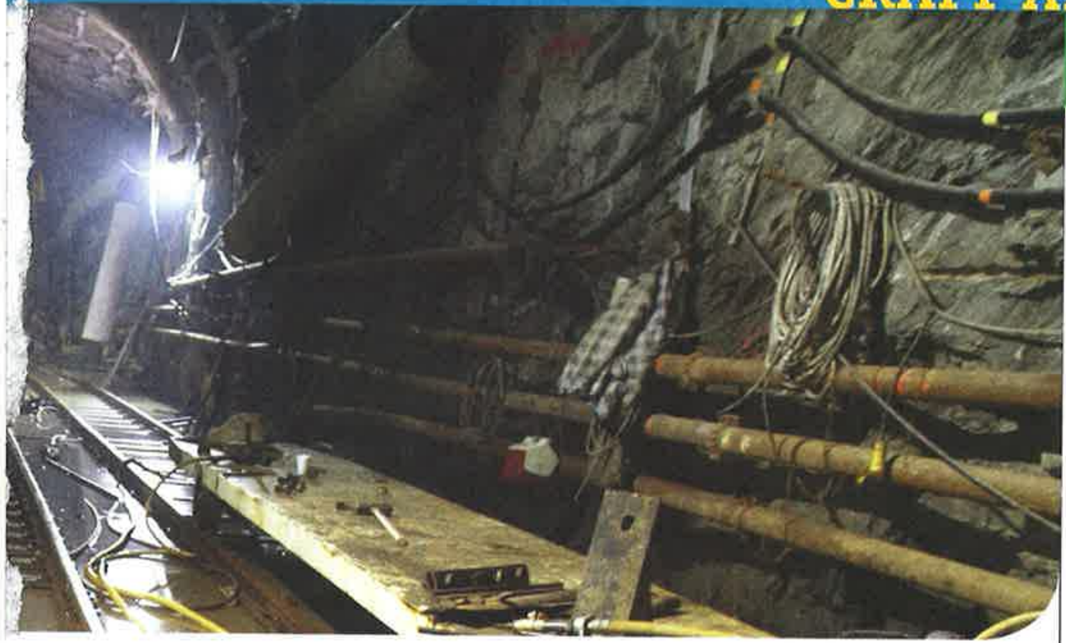
A Tale of a City's Tunnels

(Genre: Explanatory Text)

1 Millions of people reside in New York City. Every day, they use billions of gallons of water—for drinking, cooking, bathing, washing, and even flushing. New Yorkers cannot depend on water from the area's rivers, which is either too salty or too dirty to use. So, how do the people get the water they need? They rely on a system of tunnels that delivers fresh water each day.

2 The first water tunnel opened in 1917. The second was completed in 1935. Both transport water into New York City from the Hillview Reservoir. A **reservoir** is a man-made lake, created to collect water. The Hillview Reservoir is in Yonkers, just north of the city. It supplies about 90 percent of New York City's water.

3 Tunnel Number 1 is about 18 miles long. It runs from the Hillview Reservoir through the Bronx, into Manhattan, and then into Brooklyn. Tunnel Number 2 runs from the reservoir through the Bronx and into Queens and Brooklyn. It is 20 miles long. When it was completed, it was the longest water tunnel in the world.



4 However, those two tunnels have not been enough. As the city's population has grown, New York has needed more and more water. That is not the only problem. Today, both tunnels need work. They have serious leaks, and the **valves** that control the flow of water are old. If these problems get worse, the tunnels could collapse. That would be a disaster! However, the tunnels cannot be shut down for **inspection** and repair because the city depends on them.

5 As a result, New York City decided to build a third water tunnel. Construction began in 1970 and will finish in 2018. The Department of Environmental Protection (DEP) oversees the job.

6 Workers called **sandhogs** dig and construct the new tunnel. Many of their ancestors worked on older water tunnels and on tunnels for cars, sewers, and subways in the city. Because this kind of work can be difficult and dangerous, sandhogs must wear hardhats. They also have to follow many safety precautions.

Comprehension Check

What problem did New York City begin to solve in 1970? How will this solution help the city? Cite text evidence.

CITE EVIDENCE

C In paragraph 5, what is the solution to the problems discussed in paragraph 4? Put a box around the sentence that identifies this solution.

D Identify a problem discussed in paragraph 6. Circle the text that explains the problem and the details that are solutions to it. Do you think the solutions sound helpful? Why or why not?

DESCRIBING TEXT STRUCTURES

Guided Practice

WORDS TO KNOW

bedrock
distribution
site
technology

CITE EVIDENCE

A What problem is discussed in paragraph 8? Underline the text that explains it.

B Think about the problem discussed in paragraph 9. Circle the text that identifies it. How would you solve that problem?

A Tale of a City's Tunnels *continued*

7 Water Tunnel Number 3 is one of the most complex construction projects in the world. It is also the biggest building job in New York City's history. The completed tunnel will run from the Hillview Reservoir through the Bronx and Manhattan, then into Queens and Brooklyn.

8 City planners needed to find a way to tackle such a difficult job. Constructing the tunnel in stages seemed to be the best solution. The first part of the tunnel was finished in 1998, and it greatly improved the city's **distribution** of drinking water. The second section of the tunnel was finished in 2013. The third and fourth sections will be done by 2018.

9 The DEP is building the tunnel deep below the city in **bedrock**. This type of rock is very solid and not easy to drill through. So in 2003, the agency decided to try a tunnel-boring machine (TBM). The TBM has 27 steel cutters that rotate to drill a hole through bedrock. This type of **technology** had never been used in the city before. It helped solve several problems. The equipment works twice as fast as the old drill-and-blast method. It also does not make too much noise, which pleases people above the construction **sites**!

The TBM is a huge tunnel-boring machine.

BAY CRANE
BAY CRANE
BAY CRANE

10 The tunnel-boring machine is about 70 feet long, which could have been a problem. It would have been very difficult to lower such a massive machine 600 feet below ground. However, the TBM was put together in such a way that it could be sent to the construction sites in pieces and assembled there.

Comprehension Check

1. What is the solution to the problem discussed in paragraph 8?

a. The tunnel is being built in stages.

b. The path of the tunnel has been changed.

c. The tunnel has improved water distribution.

d. The workers take safety precautions.

2. What is the solution to the problem discussed in paragraph 9?

a. The construction site has been located 600 feet below ground.

b. The tunnel is being built through bedrock.

c. The TBM can be taken apart and put back together.

d. The DEP has decided to use a tunnel-boring machine.

3. How does the information about the TBM fit the problem/solution structure of this text? Use details from the text in your answer.

Independent Practice

WORDS TO KNOW

chamber
disruption
supply shaft

CITE EVIDENCE

A Identify a solution discussed in paragraph 11. Underline the text that explains why this solution is helpful.

B Underline the problem discussed in paragraph 13. What solution is mentioned in the text? What do you think of that solution?

A Tale of a City's Tunnels *continued*

11 The tunnel-boring machine was not the only big solution the DEP has found. The agency also placed water valves in separate **chambers**. Separating them will make them much easier to maintain and repair in the future.

12 One other problem needed to be solved. Tunnel Number 3 is deep underground. The DEP had to find a way to deliver water from this depth to the people of the city. So, they have begun to build **supply shafts**, which will send water to the surface. Each supply shaft is a tube that is 20 feet wide and runs 60 stories down.

13 So far, this work has posed some problems. Tunnel digging happens far below the surface, so it does not disturb the people who live above. However, workers drill supply shafts from street level. This work makes a lot of noise and causes **disruptions**. People in these communities have had to learn to live with the construction around them.

14 It will all be worth it in the end, though. In 2006, New York City mayor Michael Bloomberg said this about Tunnel Number 3: "Future generations of New Yorkers will have the clean and reliable supply of drinking water essential for our growing city." Also, when the tunnel is finished, the city can finally drain, inspect, and repair Tunnel Number 1 and Tunnel Number 2.

Hillview Reservoir in Yonkers, New York

15 Fixing both water tunnels will help make sure that New Yorkers have all the water they need for many years to come. Together, these three tunnels will make New York City a better place.

Statistics for Tunnel Number 3
Location: The tunnel sits 600 feet below New York City.
Length: The entire tunnel will be 60 miles long.
Equipment: Workers use a tunnel-boring machine to drill.
Materials: Workers use concrete to construct the tunnel.
Cost: The total cost of the project is $6 billion.

Comprehension Check

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1. The DEP solved the problem discussed in paragraph 12 by

a. transporting water into the city.
b. constructing supply shafts.
c. building the tunnel deep underground.
d. placing water valves in chambers.

2. Which of the following best describes the problem discussed in paragraph 13?

a. the noise made by drilling at street level
b. the massive cost of a very long project
c. the threat to the city's water supply
d. the difficulty of repairing the older tunnels

3. Why is Water Tunnel Number 3 a solution for several problems in New York City? Use information from the text in your answer.

WORDS TO KNOW

biography
conclusion
vexation

A description of an event is either a **firsthand account** or a **secondhand account**, depending on who is telling it.

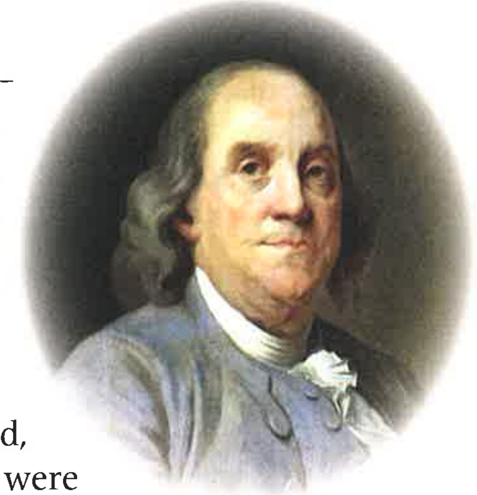
CITE EVIDENCE

A In a **secondhand account**, the narrator is not part of the event. In paragraph 1, underline a sentence that shows that the narrator was not from Franklin's time.

B In a secondhand account, the narrator can know things that the subject does not. In paragraph 1, put a star by something that Franklin (the subject) could not know. Why do you think the narrator mentions it?

Ben Franklin's Whistle

(Genre: Memoir/Biography)



1 We often remember Benjamin Franklin (1706–1790) for his wise advice. You probably have heard some of his sayings, such as "A penny saved is a penny earned" and "Early to bed, and early to rise, makes a man healthy, wealthy, and wise." Indeed, many of Franklin's ideas were about working hard and saving money. It might not surprise him that his picture appears on the 100-dollar bill!

2 Where did Franklin learn this helpful advice? Today, we usually think of him as an older man. As a child, however, Franklin had adventures that taught him lessons about life and money.

3 Here are two stories about an experience that Franklin had as a child. Franklin tells the first story himself, in a letter. The second one comes from a **biography** about Franklin.

4 TO MADAME BRILLON.

November 10, 1779

I am charmed with your description of Paradise, and with your plan of living there; and I approve much of your **conclusion**, that, in the mean time, we should draw all the good we can from this world. In my opinion, we might all draw more good from it than we do, and suffer less evil, if we would take care not to give too much for *whistles*. . . .

Guided Instruction

5 When I was a child of seven years old, my friends, on a holiday, filled my pocket with coppers. I went directly to a shop where they sold toys for children; and being charmed with the sound of a whistle that I met by the way in the hands of another boy, I voluntarily offered and gave all my money for one. I then came home and went whistling all over the house, much pleased with my whistle, but disturbing all the family. My brothers, and sisters, and cousins, understanding the bargain I had made, told me I had given four times as much for it as it was worth; put me in mind of what good things I might have bought with the rest of the money; and laughed at me so much for my folly, that I cried with **vexation**; and the reflection gave me more chagrin than the whistle gave me pleasure.

Comprehension Check

Compare paragraphs 1–3 with paragraphs 4–5. What words are used to refer to Franklin in each? What type of information is provided in each?

CITE EVIDENCE

C A **firsthand account** of an event is told by someone who was there, usually in a first-person point of view. In the first sentence of paragraph 5, circle the pronouns that show that this narrator was part of the events.

D Firsthand accounts often include the writer's thoughts and feelings. Underline three details in paragraph 5 that show Franklin's feelings. How do these details help you understand him?

Guided Practice

WORDS TO KNOW

charity
impression
miser

CITE EVIDENCE

A The narrator of paragraphs 1–3 mentioned Franklin's "wise sayings." Underline the "wise saying" in paragraph 6.

B Circle each kind of person on whom Franklin focuses in paragraphs 8–10. What do these people want? What do they get instead?

He has paid dear, very dear, for his whistle. . .

Ben Franklin's Whistle *continued*

6 This, however, was afterward of use to me, the **impression** continuing on my mind; so that often, when I was tempted to buy some unnecessary thing, I said to myself, *Don't give too much for the whistle*; and I saved my money.

7 As I grew up, came into the world, and observed the actions of men, I thought I met with many, very many, who *gave too much for the whistle. . . .*

8 When I saw another fond of popularity, constantly employing himself in political bustles, neglecting his own affairs, and ruining them by that neglect, *He pays, indeed*, said I, *too much for his whistle.*

9 If I knew a **miser**, who gave up every kind of comfortable living, all the pleasure of doing good to others, all the esteem of his fellow-citizens, and the joys of benevolent friendship, for the sake of accumulating wealth, *Poor man*, said I, *you pay too much for your whistle.*

10 If I see one fond of appearance, or fine clothes, fine houses, fine furniture, fine equipages, all above his fortune, for which he contracts debts and ends his days in prison, *Alas!* say I, *he has paid dear, very dear, for his whistle. . . .*

11 In short, I conceive that great part of the miseries of mankind are brought upon them by the false estimates they have made of the value of things, and by their *giving too much for their whistles.*

12 Yet I ought to have **charity** for these unhappy people, when I consider that, with all this wisdom of which I am boasting, there are certain things in the world so tempting, . . . [that] if they were put to sale, I might very easily be led to ruin myself in the purchase, and find that I had once more given too much for the *whistle*. . . .

B. Franklin
from *Memoirs of Benjamin Franklin*

Comprehension Check

1. Paragraph 6 begins by referring to "this"—the lesson that Franklin learned from the whistle experience. What was that lesson?

a. to trust no one about money matters

b. to avoid paying too much for things

c. to save his money and never spend it

d. to watch people carefully

2. How does Franklin's focus change in paragraphs 7–12?

a. He describes people who agree with him to show that he has good ideas.

b. He describes people for whom he has no sympathy.

c. He describes ways that people can waste their money.

d. He describes other ways in which people "give too much."

3. What does "paying too much for a whistle" mean to Franklin? What evidence does he use to explain this idea?

Independent Practice

WORDS TO KNOW

bargain
foolish

CITE EVIDENCE

A In paragraphs 13–15, circle the words and phrases that the narrator uses to identify Benjamin Franklin.

B Underline the sentence in paragraph 20 that shows that the narrator knows something that Benjamin Franklin does not. Why is it important for you, the reader, to know this?

The Whistle

excerpt from *The Story of Benjamin Franklin*
by James Baldwin

13 Nearly two hundred years ago, there lived in Boston a little boy whose name was Benjamin Franklin.

14 On the day that he was seven years old, his mother gave him a few pennies. . . .

15 The little fellow ran out into the street. He heard the pennies jingle in his pocket as he ran. He felt as though he was very rich. . . .

16 Before Benjamin had gone very far, he met a boy blowing a whistle.

17 “That is just the thing that I want,” he said. Then he hurried on to the store where all kinds of things were kept for sale.

18 “Have you any good whistles?” he asked. . . .

19 “Yes, plenty of them,” said the man.

20 “Well, I want one, and I’ll give you all the money I have for it,” said the little fellow. He forgot to ask the price.

21 “How much money have you?” asked the man.

22 Benjamin took the coppers from his pocket. The man counted them and said, “All right, my boy. It’s a **bargain**.”

23 Benjamin Franklin was a proud and happy boy. He ran home as fast as he could, blowing his whistle as he ran.

24 His mother met him at the door and said, “Well, my child, what did you do with your pennies?”

25 “I bought a whistle!” he cried. “Just hear me blow it!”

26 One of his brothers was standing by and asked to see the whistle. "Well, well!" he said, "did you spend all of your money for this thing?"

27 "Every penny," said Benjamin. . . .

28 His brother laughed and said, "You are a very **foolish** fellow. You paid four times as much as it is worth."

29 The little boy saw what a mistake he had made. The whistle did not please him any more. He threw it upon the floor, and began to cry. But his mother took him upon her lap and said:

30 "Never mind, my child. We must all live and learn; and I think that my little boy will be careful, after this, not to pay too dear for his whistles."

Comprehension Check

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1. Which two people or groups appear in both accounts?

a. Franklin and another boy with a whistle

b. Franklin's mother and brother

c. Franklin's friends and cousins

d. Franklin and the man who made the whistle

2. Compare Franklin's letter with this account. Which of these details appears only in Franklin's letter?

a. Franklin wants a whistle very badly.

b. Franklin pays too much money for the whistle.

c. Franklin thinks that some people pay too much for what they want.

d. Franklin's mother explains a lesson for him to learn.

3. How is the focus of this story different from the focus in the letter?

Helping the Union

(Genre: Cause/Effect Essay)

1 Julia Ward Howe wanted to make a difference in the world. In the 1800s, women were expected only to marry and raise children, and that is what her husband Samuel wanted. Howe loved her family, but she wanted more.

2 Howe began her career by publishing a book of poems. Readers were shocked: The poems told of her feelings and her challenges to her husband's authority. Although Samuel was not very happy that his wife was working as an author, he did not stop her. In fact, he sometimes asked her to help write and edit his newspaper.

3 Howe was also very interested in the reform movement, which was trying to make society better. She had a special concern for abolition; she wanted to see slavery come to an end in the United States. Slowly, other Northerners came to agree with that view.

4 When the Civil War began in 1861, Howe wanted to help the Union cause. At first, she thought that the idea was absurd—that in a war, only men could make a difference. However, Samuel was too old to fight, and her sons were too young. As a woman, could she help in any way?

5 Some women worked in military hospitals, but Howe could not leave her children. Instead, she found a novel way to help the Union cause. On a trip to visit soldiers, some friends sang a popular song called "John Brown's Body." Howe had wanted to write new words for the song's melody, but she had not yet been able to think of any.

6 Early the next morning, new words to the song came to her mind. Howe wrote them down, creating a song called "Battle Hymn of the Republic." Later, in her autobiography, Howe described how the song was created:

7 *I could not leave my nursery to follow the march of our armies, neither had I the practical deftness which the preparing and packing of sanitary stores demanded. Something seemed to say to me, "You would be glad to serve, but you cannot help anyone; you have nothing to give, and there is nothing for you to do." Yet, because of my sincere desire, a word was given me to say. . . .*

8 *I went to bed that night as usual, and slept, according to my wont, quite soundly. I awoke in the gray of the morning twilight; and as I lay waiting for the dawn, the long lines of the desired poem began to twine themselves in my mind. Having thought out all the stanzas, I said to myself, "I must get up and write these verses down, lest I fall asleep again and forget them."*

9 *So, with a sudden effort, I sprang out of bed, and found in the dimness an old stump of a pen which I remembered to have used the day before. I scrawled the verses almost without looking at the paper.*

Julia Ward Howe (1819–1910)

Union soldiers

10 *At this time, having completed my writing, I returned to bed and fell asleep, saying to myself, "I like this better than most things that I have written."*

11 The Union army had not been doing well in the war, and the soldiers were discouraged. The song "Battle Hymn of the Republic" inspired them to believe in themselves and what they were doing. The powerful words that Howe wrote described the Union army as good and honorable. She pictured the war as a struggle of good against evil.

12 Howe's story about writing the song also meant something to its listeners. She described the song as coming to her almost on its own. As a result, many people believed that her words were truly inspired.

13 "Battle Hymn of the Republic" became very popular in the Union army and throughout the North. It helped shape many Americans' ideas about why they were fighting. It encouraged them to believe that right was on their side.

14 The song made Julia Ward Howe famous. More important, though, it helped her reach her goal of supporting her country, in her own way.

15 After the Civil War was over, slavery was ended. Howe went on to work on other reforms, trying to make the world better in other ways. One very important reform was the fight for women's suffrage. In addition to working to get women the right to vote, Howe worked for peace, prison reform, and education reform.